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ABSTRACT

The Families Matter series of papers from the Harvard Family Research Project advances the concept of family-centered child care, advocating an approach to early childhood education that addresses the development of the child and family together. Grounded in family support principles, which build on family strengths and work from a community's culture and resources, family-centered child care incorporates positive attitudes about working with parents and practical activities to serve the family. Asserting that a key place to promote widespread use of family support principles and practices is through the child care training system, the papers that make up the series focus on how the child care field trains providers to include family support. This report in the series examines training at 2-year colleges (primarily community colleges) to determine the extent to which training for early childhood professionals incorporates a family focus. Two-year colleges train much of the early childhood workforce, including child care providers, family day care providers, early childhood educators, and family support program personnel. This report outlines findings from a national survey and structured key informant interviews on the early childhood training content and practices at over 350 two-year colleges throughout the nation. The report also offers tools for assessing and strategies for furthering family-focused training at 2-year colleges. The strategies offer colleges a range of options, from minor curriculum changes to larger-scale changes in program structure, for better preparing the early childhood workforce to work with and support families. Appendices contain survey materials, selected resources for family-focused training, and contact information for 2-year colleges cited in the report. Contains 37 references. (EV)

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Making Families Matter at Two-Year Colleges: Training the Early Childhood Workforce to Support Families

Julia Coffman

With an Introduction by

Heather Weiss

HARVARD FAMILY RESEARCH PROJECT
Cambridge, MA
1999

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HARVARD FAMILY RESEARCH PROJECT

Founded in 1983 by Dr. Heather Weiss, the Harvard Family Research Project (HFRP) is today at the center of a national movement to strengthen and support American families. HFRP's pathbreaking research provides practitioners, researchers, and policymakers with timely, insightful information about effective family support initiatives.

Disseminating its research widely, HFRP links people, programs, ideas, and resources to create innovative family support programs and services and family-sustaining policies. HFRP's research helps states create systems to monitor and assess programs and services, and helps communities better integrate family support services in neighborhood programs. Using HFRP data, schools are learning more about the specific benefits of parent involvement and the best strategies for successfully engaging the entire family. HFRP's research findings are enabling practitioners to design culturally appropriate programs, and helping training and education programs effectively prepare teachers to work with families.

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THE *FAMILIES MATTER* SERIES

Heather Weiss

The idea of family-centered child care, which combines the care of children with support for the family, has gained prominence in recent years (Anderson, 1996; Galinsky & Weissbourd, 1992; Poersch & Blank, 1996; U.S. Department of Health and Human Services, 1997). The appeal of family-centered child care lies in the potential to meet several goals to improve the quality of life for families: the fostering of continuity between home and program, improved parenting knowledge and skills for parents and care givers alike, and the ability to minimize family stress through the provision of direct or referred services. Family-centered child care also seeks to reinforce consumer participation and to validate parents'[1] rights to influence the programs in which their children are enrolled. In the absence of national child care standards, and given the various types of caregiving arrangements available, parents need to monitor programs for compatibility with their own expectations (Cochran, 1993). Family-centered child care is equally valuable for the type of relationship it develops with families, by adopting principles of mutual respect, awareness of family strengths, and the primacy of the family in child development.

This focus on the family broadens the roles of child care providers: They are expected not only to care for children but also to serve families. Most providers, however, enter the profession because they enjoy being with children. They do not necessarily have an interest in children's families, nor are they necessarily prepared to work with them. How providers can be trained for family-centered child care and what knowledge, attitudes, and skills they need to develop are the subject of the *Families Matter* series.

The *Families Matter* series examines the ways in which both children and families are supported by family-centered child care programs, and the training that is being offered to providers so that they can work competently with families. The reports in the series consist of 1) a study of the principles and practices of family-centered child care programs and their implications for training, 2) a study of the roles of child care resource and referral agencies in family support services and training, and 3) a study of the training offered by two-year colleges to prepare early childhood providers to work with families.

Challenges of Family-Centered Child Care

An estimated 13 million children are in child care and other early childhood programs each day (Adams & Poersch, 1996), underscoring the childrearing responsibilities shared by families and child care providers. The regular contact between families and child care programs suggests that child care is an ideal arena for extending support to families. However, both professional and interpersonal factors make it difficult to realize this potential. The culture of the profession — consisting of beliefs, norms, and attitudes — has emphasized an elaboration of child development principles and standards of practice; less attention has been paid to the important roles of families and communities in child development. Without an emphasis on building

[1] The term *parent* extends to all adult kin caregivers who actively participate in a child's upbringing.

relationships with families, dominant professional perspectives can overlook the knowledge and competencies of parents in childrearing.

Perceptions of early childhood professionals and those of parents regarding the quality and content of care are often quite different. Child care professionals define quality in terms of structural attributes such as staff-to-child ratios, licensing, and training — factors of little importance to many parents (Clarke-Stewart, Gruber & Fitzgerald, 1994; Larner, 1996). Compared to professional ratings of child care centers, parents tend to overestimate the quality of their children's programs (Cryer and Burchinal, 1997). While the early childhood field has endorsed "developmentally appropriate practice," low-income and less educated parents tend to expect more structured and didactic approaches (Stipek, Milburn, Clements & Daniels, 1992). Moreover, views about ways to nurture, discipline, and socialize a child diverge when families and providers come from different cultural backgrounds (Chang, Muckelroy & Pulido-Tobiassen, 1996). Because one of the goals of family-centered child care is to involve families in influencing program directions, the dissimilarity between professional and parent viewpoints stands out as an issue that must be addressed at the levels of policy, professional development, and service delivery.

The relationship between parents and providers, too, has often been less than ideal. Feelings of ambivalence — on the part of both the providers and parents — about work and family life often spill over to caregiving relationships. Providers who believe that mothers should care for their infants and toddlers are more judgmental about them (Galinsky & Weissbourd, 1992; Modigliani, 1996). Working parents, on the other hand, often experience guilt and a sense of loss of control over childrearing. Additionally, young, poor, single, and minority parents are the least likely to be viewed positively by and receive support from their children's caregivers (Galinsky & Weissbourd, 1992; Kontos & Wells, 1986).

There is also some evidence that parents may seek less rather than more involvement. With regard to home-program communication, providers are likely to consider this more important than parents (Ghazoini & Readdich, 1994). Many parents do not have the time for conversations beyond the very brief drop-off and pick-up times (Endsley & Minnish, 1991; Powell, 1980). Even though some programs seek to provide expanded support, parents are less likely to consider it important. They may look for social support in other settings and prefer to keep family situations a private matter (Ghazoini & Readdich, 1994). In some cases, where family involvement is mandated in subsidized programs, parents experience increased stress, which may suggest difficulties managing employment and involvement (Parker, Piotrkowski, Kessler-Sklar, Baker, Peay & Clark, 1997).

These differences are complex in nature and require skilled communication and negotiation skills. Unfortunately, most providers have relatively little training and supervision in supporting parents (Powell, 1991). As long as training remains child-focused, the providers who work with families cannot be expected to demonstrate family support principles in practice nor to be effective brokers of consumer education (Larner, 1995). Furthermore, the training of child care providers is a patchwork of different sources, posing a challenge to coordination and accreditation (Morgan, 1998).

Opportunities for Advancing Family-Centered Child Care

Family-centered child care requires an integrated policy approach, in which improved training and professional development play a key role. Preservice and inservice training programs that are comprehensive and continuous have the capacity to influence providers so that they are better prepared to support families (Dunst, 1994). Several family support programs have developed training models that impart knowledge about family functioning, human development, and group process, as well as skills related to communication and relationship building (Porter & Rice, 1995). These and other resources can be drawn upon to meet the specific needs and interests of providers.

Parent perspectives on child care also provide an opportunity to shape training in ways that foster the development of meaningful relationships and appropriate supports. Parents seek quality caregiving and usually place a high value on features that are characteristic of a family-support model. Parents look for trusting and loving caregivers, opportunities for healthy child socialization and learning, compatibility with the provider's childrearing philosophy, and ongoing coordination between home and provider (Clarke-Stewart, Gruber & Fitzgerald, 1994; Hofferth, Brayfield, Deich & Holcomb, 1991; Mitchell, Cooperstein & Larner, 1992; Modigliani, 1996). They prefer child care that reflects their values and views on childrearing, making for greater continuity in home and program environments (Clarke-Stewart, Gruber & Fitzgerald, 1994). When parents use early childhood programs as a resource, they tend to value the work of providers more and develop more constructive relationships with them (Galinsky & Weissbourd, 1992; Schultz, Lopez, & Hochberg, 1996). Frequent communication between providers and parents broadens the content of information exchanges to family-related and not just child-related topics (Powell, 1980), suggesting that child care can be a part of a network of informal support for parents.

Conditions today favor incorporating family support into the training of child care providers. Well-publicized research on brain development in infants revealing the importance of providing stimulating environments for children at the earliest ages has brought national attention to the care of young children. Policymakers are allocating more resources for quality improvement in child care. States are already allocating some of their existing child care quality improvement grants to expand training for providers and to develop collaborative relationships among local agencies in developing training systems. The top priority for training paves the way for including family support training.

Additionally, several new programs for young children require a family support component. These programs include state-funded early education, Head Start and child care collaboration, and community-based family resource centers. Their growth is likely to increase the need for providers trained to work with both children and families.

Documenting the Challenges and Opportunities

The series seeks to facilitate learning among those responsible for the training of the early childhood workforce. This group of practitioners consists mainly of program administrators, trainers, and educators. Our work differs from studies of family support curriculums (Porter & Rice, 1995) in that we set out to examine the status of teaching and service delivery practices as they exist in a variety of child care programs and training institutions. By documenting the family support components in different types of child care settings, we derived a comprehensive training framework. We then used this framework to understand the status of family-centered training in resource and referral agencies and two-year colleges. Throughout the series, we identify issues and promising practices, and we offer guidelines for advancing a family-centered approach to both training and practice.

The method of researching and writing these reports has been practitioner-based and practitioner-oriented. Our experience has shown that many of the program administrators and educators in the early childhood field desire information about what their peers are doing and how they are doing it, and find it useful to learn how their peers have arrived at creative solutions to recurring problems. They are also interested in addressing common practice dilemmas and in understanding how new ways of doing business becomes routine practice. By documenting the ways in which practitioners have developed family-centered service and training programs and have addressed implementation issues creatively and comprehensively, we believe that practitioners can learn from one another and find better ways to integrate family support in their work.

The research for the series examined the ways in which programs, resource and referral agencies, and two-year colleges focus on developing family-centered child care through training or service delivery. Although we did not interview parents, a number of studies on parent perspectives on early care and education guided our work. The mixed assessments described earlier — both the discrepancies in parent and provider attitudes and the promise of supportive relationships — point to the importance of relationship building, flexibility, mutual respect, and shared learning, which also form the basis of a family-centered approach.

Making Families Matter in Two-Year Colleges: Training the Early Childhood Workforce to Support Families is a report in the *Families Matter* series that examines training at two-year colleges (primarily community colleges) to determine the extent to which training for early childhood professionals incorporates a family focus. Two-year colleges train much of the early childhood workforce, including child care providers, family day care providers, early childhood educators, and family support program personnel. This report outlines findings from a national survey and structured key informant interviews on the early childhood training content and practices at over 350 two-year colleges throughout the nation. The report also offers tools for assessing and strategies for furthering family-focused training at two-year colleges. The strategies offer colleges a range of options — from minor curriculum changes to larger-scale changes in program structure — for better preparing the early childhood workforce to work with and support families.

MAKING FAMILIES MATTER AT TWO-YEAR COLLEGES: TRAINING THE EARLY CHILDHOOD WORKFORCE TO SUPPORT FAMILIES

INTRODUCTION

In the 1997 report *New Skills for New Schools*, researchers at the Harvard Family Research Project (HFRP) concluded that teacher education programs do not offer adequate pre-service preparation in family involvement (Shartrand, Weiss, Kreider, & Lopez, 1997). The report stated that the knowledge and skills needed to work effectively with parents were not being taught in teacher education programs.

The HFRP report findings were based on research with four-year institutions preparing early childhood and K-12 teachers. They raised serious questions, however, about the adequacy of training for all providers and teachers working with children, parents, and families. These concerns include training for an array of early childhood and K-12 professionals provided by community colleges, child care resource and referral agencies (CCR&Rs), and vocational programs across the nation.

To answer some of these critical questions about training, this report examines the status of family-focused *training for early childhood professionals in two-year colleges*. It is written primarily for teachers and administrators at two-year colleges who train early childhood professionals. The report offers tools for assessing and practical strategies for strengthening the family-focused training practices of two-year colleges. The findings are based on research conducted in 1997 with faculty and administrators in over 350 two-year colleges across the nation.

Two-Year Colleges Play a Critical Role in Training for Early Childhood Professionals

Two-year colleges[2] play a vital role in the continuum of training for early childhood professionals. Associate's degree programs generally are more accessible and affordable for early childhood practitioners than bachelor's degree programs. In addition, community colleges are perceived as more responsive than four-year colleges to the learning needs of early childhood practitioners (Morgan et al., 1993).

Offering both credit and non-credit training, two-year colleges provide much of the preservice and professional development training for early childhood professionals. Two-year colleges prepare students and train professionals for positions in child care and family day care, family support programs, preschools, Head Start programs, and an array of other professions in the health and human service fields. Students training for these professions are able to choose

[2] Two-year colleges consist primarily of community colleges, but also include technical institutes, junior colleges, and other public and private institutions offering one- or two-year certificates and degrees to early childhood professionals. Some four-year colleges with two-year programs were included.

among several programs, including training leading to an associate's degree, a one- or two-year certificate, or coursework leading to a Child Development Associate (CDA). In addition, articulation policies offer students the option of transferring easily to four-year institutions.

Two-year colleges will become an even more essential training source for early childhood professionals in the 21st century. The Bureau of Labor Statistics predicts that teacher aides, educational assistants, child care workers, and other human service professionals will experience rapid job growth through the year 2006.

In addition, because training is a lifelong proposition for early childhood professionals, two-year colleges are an important source of ongoing training. Emerging research and evaluation findings on child development and intervention approaches constantly offer new information about the best ways to affect child outcomes. As a result, early childhood professionals need the up-to-date pre-service preparation, meaningful in-service training, and high quality continuing education opportunities that two-year colleges offer (Fenichel & Eggbeer, 1990).

Because two-year colleges typically have a strong local focus and their curricula are driven by local workforce development needs, they can be prepared for changes required by new and increased demands. Links to local workforce needs ensure that curricula reflect the changing qualifications required of early childhood professionals.

As shown in the HFRP report cited above, all early childhood professionals should possess the knowledge and skills needed to work with parents and families. The expectation for two-year colleges is that they have responded to this need by incorporating family-focused training into their curricula. When asked about family-focused training at two-year colleges, one teacher at a California community college stated that two-year colleges "are the logical places to put forth the basic tenets of family support and to train individuals who usually have the most in common with the families they will be serving."[3] The research for this report assessed the validity of this expectation.

Research Targeted Population of Two-Year Colleges Providing Training to Early Childhood Professionals

Three questions guided the research for and organization of this report:

1) How family-focused is training at two-year colleges?
2) How can two-year colleges develop a stronger family focus in their training?
3) What promising practices exist to guide development in family-focused training?

To assess the extent to which two-year colleges provide family-focused training, we sent a mail-in and electronic survey in 1997 to over 800 two-year colleges in 48 states. Colleges eligible for the survey offered a program, major, or concentration in early childhood education, child development, child psychology, child and family studies, family and environmental sciences, or a related field.

[3] Lorraine Lima, Pasadena Community College, Pasadena, CA.

We conducted follow-up phone inter views with 30 colleges identified through the surveys and word-of-mouth nominations to gather more specific information on innovative training practices.[4] In addition, we conducted site visits to colleges in Oregon, Missouri, and Washington to see first-hand how colleges implement family-focused training.

Training Framework Forms Backbone of Family-Focused Training and the Research Design

As a guide for our research, we used a training framework to help define what family-focused training ideally should look like. The framework outlines the knowledge and skills that early childhood professionals should have to work effectively with families. It was developed through research with child care practitioners in family-focused child care programs.[5] The practices across the programs examined in this research suggested that there were common areas for training that would give practitioners the knowledge and skills needed to implement family-focused care. The framework presents these common areas.

The framework lays out six areas of training for working with and supporting families that two-year colleges should consider covering in their curriculum. It offers suggested knowledge and skills within each framework area, but is *not* a prescriptive or comprehensive list of competencies needed to work effectively with families. Rather, the framework provides the broad guidelines for developing these competencies.

Framework Can Guide Family-Focused Training within Two-Year Colleges and across Community Training Institutions

Not all two-year colleges need to cover each framework area. Some colleges may feel that the knowledge and skills in some of the framework areas are better left for more advanced training. Rather, our hope is that the framework can help to connect the fragmented system of training for the early childhood workforce that currently exists by facilitating a dialogue among training providers within colleges and across training institutions in communities.

The framework lays out the areas of training that should be covered in the *continuum of training* available to students and practitioners in a community. The idea is that the framework can be used to start a dialogue across training institutions about whether students in their training paths have access to the knowledge and skills covered in the framework. The framework can also start a dialogue and negotiation about which knowledge and skills should be taught at the different institutions in the community. Used in these ways, the framework can be used as a guide for developing curricula agreements across training institutions that facilitate articulation. The framework can provide a broad set of common categories that, if used across institutions, can make the process of credit transfer easier for students.

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[4] Appendix A provides a more detailed discussion of the research methodology. Appendix B includes a copy of the survey.

[5] The framework originally appears in Lopez, M. Elena. (1998). *Preparing child care providers to support families: A training framework.* Cambridge, MA: Harvard Family Research Project.

Our intent is to present the knowledge and skills in each framework area, incite you to consider whether your training or the training in your community currently covers each area, and then stimulate you to think about how your institution can increase or strengthen training on the knowledge and skills we present. In doing this, we used the framework as the backbone of our research and to structure this paper. Specifically, we used it:

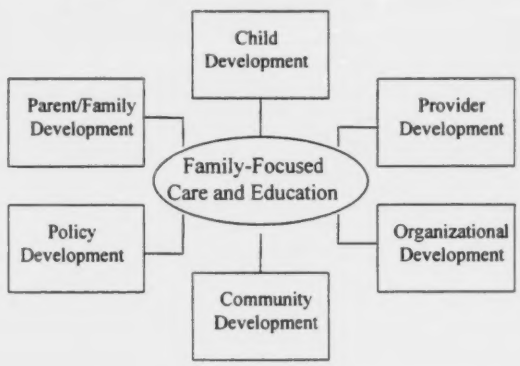
- To develop the survey and interview questions
- To serve as the standard by which to judge two-year college training content and practices
- To design the self-assessment tool
- To inform and guide efforts to strengthen family-focused training.

The framework areas are displayed in Figure 1 and described briefly below.

- **Child Development**
  Early childhood professionals should be knowledgeable in child development not only to be competent with children but also to inform and respond to parents. They should be open to learning from parents and be able to incorporate aspects of the home into the child care or classroom setting. Training should prepare students to plan and lead culturally- and developmentally-appropriate programs, and to have reciprocal communication with parents about children.

Figure 1

Training Framework for Early Childhood Professionals



- **Provider Development**
  Because a stable workforce allows for continuity of child, family, and provider relationships, it is important for early childhood professionals to develop career plans and link their plans to continuous training and professional development opportunities. Training should also prepare students to manage time and stress, balance work and family life, and deal with other personal issues that may affect their work.

- **Organizational Development**
  Early childhood professionals should be aware of how different organizations (e.g., provider networks, resource and referral agencies) can support families. Training should show students how to capitalize on the opportunities presented by diverse organizations, and how to deal with the barriers and challenges of working with them.

- **Community Development**
  Knowledge of community resources and ways of referring families will help early childhood professionals enhance partnerships between families and communities. They should also be able to link families to family-school-community partnerships and help them discover other ways families can contribute to the community. Training can also prepare students about ways to participate in community programs that affect families.

- **Policy Development**
  Policymaking on issues related to children and families can directly influence the work of early childhood professionals. As a result, those professionals should know ways of tracking the issues and policies that affect them. They should also know about and be able to identify ways to participate in the policy-making process.

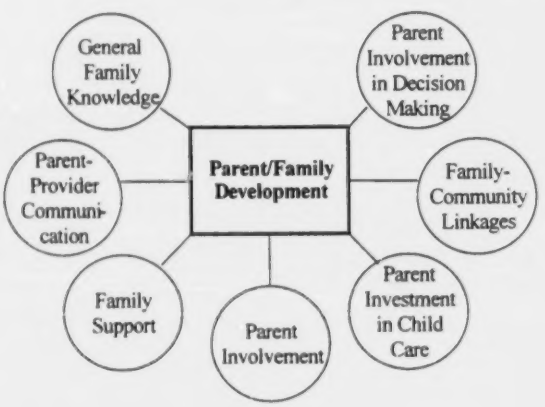
- **Parent/Family Development**
  Early childhood professionals need the knowledge and skills to build positive and meaningful relationships with families. These range from basic knowledge about families to involving parents in the classroom to supporting parent leadership in decision making. To provide a clear picture of the knowledge and skills involved, this framework area is broken into seven specific subcategories for training. They are displayed in Figure 2 and presented below with examples of the knowledge and skills associated with each.

  - ***General Family Knowledge***
    Knowledge of cross-cultural childrearing practices and respect for different backgrounds and lifestyles; knowledge of how communities influence families and children; skills in relating to fathers and supporting teenage parents

  - ***Parent-Provider Communication***
    Skills in two-way and cross-cultural communication; skills in communicating with parents in creative ways

Figure 2

Parent/Family Development Breakout Categories



  - ***Family Support***
    Knowledge of adult learning and group dynamics; knowledge of family support principles and their application; skills to identify and support family strengths; skills in negotiating conflict with parents

- ***Family Involvement***
Skills in encouraging parent and family involvement and promoting child learning activities in the home; skills in designing home activities that require parent participation; skills in conducting home visits

- ***Family Investment in Child Care***
Skills in introducing ways in which parents can work together with providers in and out of the classroom/child care setting; skills in identifying parent volunteer skills and matching them to opportunities; skills in involving parents as community advocates for providers

- ***Family-Community Linkages***
Knowledge of community resources and ways of referring families; skills in linking families that share similar interests and facilitating parent support networks; skills in working with family-school-community partnerships and other community professionals

- ***Family Involvement in Decision Making***
Skills in supporting and involving parents in decision making around child and family issues; skills in organizing advisory or leadership groups

As described above, we used the framework to guide our research, and it serves as the backdrop for each of the remaining report sections described below.

Report Sections Cover Research Findings, Self-Assessment, and Development Strategies

The report sections that follow respond to the three research guiding questions. The first section addresses the question, "How family-focused is training at two-year colleges?" It presents three main findings about the overall status and approach to family-focused training at two-year colleges throughout the nation, the training methods used, and the knowledge and skills taught for working with parents and families.

The second report section allows colleges to assess their own training strengths and needs. It responds to the question, "How can two-year colleges develop a stronger family focus in their training?" by helping colleges assess themselves and identify areas for further development. Rather than lay out broad recommendations for improving training, this section allows colleges to identify which recommendations may be more or less relevant to their own programs.

The third report section offers specific strategies and examples for future training development. While the first and second sections identify areas where colleges can improve their training, this section provides specific strategies for improvement. It responds to the guiding question, "What promising practices exist to guide development in family-focused training?"

GUIDING QUESTION ONE:

HOW FAMILY-FOCUSED IS TRAINING AT TWO-YEAR COLLEGES?

A survey targeting the population of two-year colleges that provide early childhood training helped determine the answer to guiding question one (see Appendices A and B for a more detailed description of the methodology and the survey). Of the 831 colleges surveyed, 44%, or 367 colleges representing 47 states, responded. The next section provides a snapshot of the respondents' characteristics.

Two-Year Colleges Respond across the Nation

Two-year colleges provide early childhood training through a variety of departments, and many through multiple departments in the same college. Over half of the respondents provide early childhood training through their early childhood education department, and about one-third through their child development department. Responses also came from departments that include child psychology, child and family studies, and family and environment sciences. Table 1 provides specific percentages for each department. [6]

Table 1

Profile of Two-Year College Respondents (n=367)

Offers early childhood training through:	
Early childhood education	59%
Child development	34%
Child psychology	13%
Child and family studies	9%
Family and environmental sciences	4%
Offers:	
Associate's degree	85%
One- or two-year certificate	74%
Coursework in preparation for the CDA	57%
Non-credit training	63%
Credits for prior learning	63%

Offers articulation with 4-year colleges

Offers articulation with high schools

True to the statement that colleges are flexible and responsive to the diverse needs of early childhood students and community professionals, data in Table 1 show that most colleges offer

[6] Percentages do not total 100% because colleges could check more than one department.

an associate's degree, and about three-fourths offer a one- or two-year certificate. Over half offer coursework in preparation for the CDA.

Almost two-thirds provide non-credit training and credits for prior learning. In addition, surprisingly large percentages help students move up their career ladders by offering articulation with both high schools and 4-year colleges and universities.

FINDING ONE:

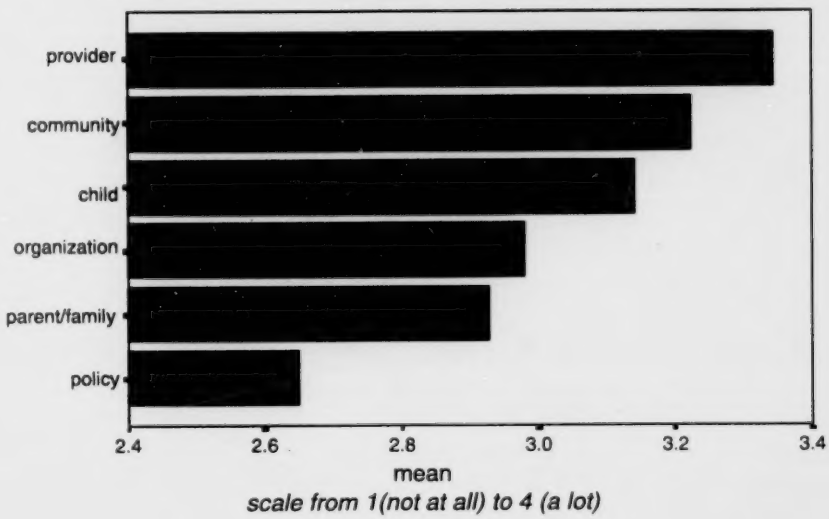
WHILE TWO-YEAR COLLEGES APPEAR TO BE AHEAD OF FOUR-YEAR INSTITUTIONS IN THEIR FOCUS ON FAMILIES, THEY FALL SHORT OF DESIRED LEVELS.

Almost all colleges report that their overall training content for early childhood care and education covers each framework area at least "a little bit." Rating the extent to which their overall training content addressed specific topics on a scale from 1 (not at all) to 4 (a lot), *provider development, community development, and child development received the highest ratings on average.* Colleges reported a lesser focus *on organizational development, parent/family development, and policy development.* Chart 1 displays the average ratings by framework area.

Survey results suggest that two-year colleges are more advanced than four-year colleges on incorporating a family focus into their training. In their 1997 report, HFRP reported that "the overall picture of teacher preparation was dismal" at four-year institutions (Shartrand, et al., 1997). Existing training is limited in scope of content and teaching methods. Results from two-year colleges show that while some areas receive only "a little" attention, the *scope* of training on how to work with families is relatively broad.

Chart 1

Incorporation of Framework Areas into Training Content



scale from 1(not at all) to 4 (a lot)

Responses to an open-ended survey question asking the colleges to provide their most impressive aspect about how they train students to work with and support families provided more insight on the extent to which colleges offer family-focused training. Colleges approach family-focused training in different ways, with some offering a course dedicated entirely to working with families, some infusing the content into every course, and some developing entire certificate or degree programs that teach students how to work with and support families.

Numerous colleges cited examples of courses that they offer specifically dedicated to families. For example, Edison Community College in Ohio offers the course *Family and Community Relations*. By the end of the course, students know all of the family support programs and

agencies in the community. Students get personal contact with representatives from the programs and must create a resource file that includes 50 different agencies.

Many colleges also cited courses that teach students anti-bias strategies for working with families. Western Nevada Community College includes anti-bias content in every early childhood course. One element of this content is family bias and developing knowledge about and respect for different parenting values and styles and cultural differences in parenting.

Black Hawk College in Illinois chooses to infuse family-focused content into every early childhood course. The coordinator of the Child Development Department stated, "Every one of our 14 child development courses imbeds working with families into the course content." At Nicolet Area Technical College in Wisconsin, the emphasis of the total program is "child in context." Students are continually expected to affirm families as primary influences on children's development and to treat parents as partners.

Using a different approach, Edmonds Community College in Washington developed a one-year certificate in family support to address the need of training students to work with families. Students are able to earn the certificate while pursuing an associate's degree in early childhood education. The certificate program takes a strength-based approach to working with families and provides students the broad range of knowledge and skills required to empower families to help themselves.

Links to Communities Are an Advantage

Two-year colleges need to be prepared to incorporate knowledge and skills that emerge over time into their curricula. For example, welfare reform is creating new and different demands for child care providers. Providers not only have to face increased demand for their services, but also the fact that many young children are now being raised in child care settings. The sharing of family responsibilities between child care settings and homes has accentuated the need for early childhood professionals trained to provide "family-centered" child care programs.

The connection that two-year colleges maintain with the communities they serve appears to be a key factor in the progress they report in family-focused training. As institutions with a strong local focus, these colleges offer curricula that are driven by local workforce development needs. As a result, two-year colleges are able to monitor changes in work requirements and respond accordingly with curriculum changes.

Some colleges involve local providers directly in their curriculum planning process to monitor the ongoing needs of the local workforce. For example, both Kankakee Community College and Black Hawk College in Illinois use an advisory committee of local providers to advise their Child Development programs and curricula. Kankakee Community College's committee consists of about 20 people representing businesses and organizations that include schools, child care and development centers, preschools, and non-profit organizations. The committee advises the program about the knowledge and skills that practitioners need to develop.

Many other colleges are able to monitor workforce needs using on-campus child development labs. In addition to giving students a place to gain on-hands experience, they allow teachers at the college to match their curriculum directly to the knowledge and skills needed by those working in the labs.

Still other colleges are able to monitor workforce needs because they are one of the primary providers of early childhood care and education in their communities. For example, San Juan College in New Mexico plays a unique training and service role for the rural community it serves. In addition to serving as the primary training provider for area early childhood professionals, the college is also the area's primary direct service provider. San Juan directs and operates several family support programs for members of the college and local community. These include a family support program providing comprehensive services, a network for child care referrals, a nursery crisis center, and a community resource center.

Arrangements such as the ones described above imply that as the need to prepare early childhood professionals to work with families has become more apparent in the last decade, two-year colleges responded to the need to provide training for working with families. Their close connection to communities may have meant that two-year colleges were able to respond to this need quicker than were four-year institutions.

Colleges Can Strengthen Family Focus in Several Curriculum Areas

While there is reason to celebrate the accomplishments of colleges in family-focused training, there is still much room for improvement. The findings in Figure 1 show that some areas could be strengthened. For example, *parent/family development* received the second-to-lowest rating of the six framework areas. In addition, organizational and policy development received relatively low ratings.

As stated earlier, the purpose of the training framework is to point out curriculum areas and topics that can assist colleges in training students to work with families. The purpose of the framework is not to imply that every college has to be strong in each of the curriculum areas to develop effective family-focused skills in students. It does, however, imply that there is room for stronger family-focused training in most two-year colleges. The sections of this report that respond to Guiding Questions Two and Three assist colleges in determining areas for improvement and offer suggestions for strengthening training in specific framework areas.

FINDING TWO:

METHODS USED TO DELIVER FAMILY-FOCUSED CONTENT CAN FACILITATE THE TRANSITION FROM KNOWING TO DOING.

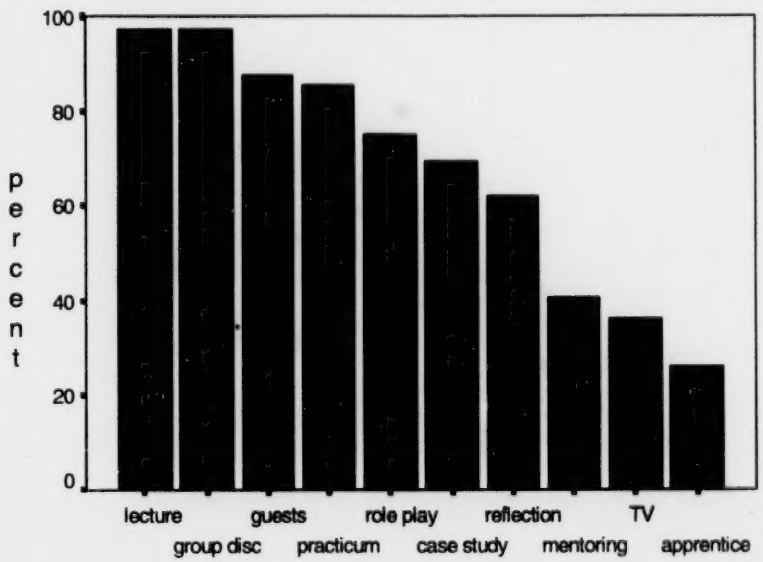
The methods used to train early childhood professionals can affect how well they retain and apply family-focused knowledge and skills. To assess the types of methods commonly used and to gather ideas about their effectiveness, we asked two-year college survey respondents to identify the methods that they use to train students to work with and support families.

Traditional Training Methods Are Most Common

Two-year colleges reported that "traditional" training methods are most commonly used in training students how to work with and support families. Of the 367 colleges that responded, 97% reported using lecture and group discussion, 84% use guest speakers, and 82% use a practicum. Chart 2 displays the percentages for each method.

"Less-traditional" training methods were less common. These are familiar methods, but less commonly used in two-year college programs for early childhood professionals. Examples of such methods include case studies, mentoring, apprenticeships, peer instruction, distance learning, and portfolios. Survey responses show that 41% use mentoring, 36% use televised instruction, and 26% use apprenticeships.

Chart 2
Percent Using Methods in Training to Work with Families



Findings on methods are not surprising. Lecture, group discussion, and guest speakers are cost- and time-efficient methods for colleges. In addition, even in classes where non-traditional methods are used, these methods form core parts of the teaching approach.

More traditional methods can also be effective ways to train students to work with families. Many survey respondents noted that guest speakers are an effective way to bring parents, families, and other community members into the classroom. For example, Polk Community College in Florida uses guest speakers to present information about local home visitor and parent initiatives and to conduct application activities in several classes.

Methods Should Ensure That Both Knowledge and Skills Are Transferred

No single method of instruction can prepare early childhood professionals to work with and support families. Most colleges use multiple approaches in a single course, matching approaches with varying content and adult learning styles. Students have preferred styles and respond to a variety of approaches.

It is critical, however, that methods of instruction ensure that both knowledge and skills are transferred. While methods like lecture and small and large discussion are effective means of transferring knowledge, other methods are needed to ensure that students can see *and practice* skills for working with families.

Some Strategies Show Promise for Moving Students from Knowing to Doing

A review of survey responses and the recent literature on training for early childhood professionals identified several promising strategies for using methods to move students from knowing to doing. Three strategies are described below.

- ***Use the practicum experience to teach and model family-focused skills.***

Opportunities for teachers to model family-focused behavior and for students to practice their own skills often occur in a practicum experience. A majority of two-year colleges surveyed (84%) use a practicum to teach students to work with families. In addition, when asked to provide their most impressive aspect about how they train students to work with and support families, a large number of two-year colleges cited their practicum experience.

The practicum can take place on or off-campus, and often takes place in an on-campus child development center and lab school. The important point about the practicum, however, is that to be effective in teaching students to work with and support families, it must take place in an early childhood setting that is family-focused. De Anza College in California is an example of a college with a practicum experience that is *family-focused.* A representative from the college stated, "We model partnership (between students and families) through our lab school, which serves 115 families, all of whom participate in the daily operation of the center in some way. Student teachers work along side parents in all of their practicum courses."

Examples of specific practicum activities that move students from knowing to doing include:

- Parent intake interviews and conferences that focus heavily on learning from the parent
- Observations of teacher behavior that invite parents into the classroom or model relationships of equality
- Observations of parent behavior — looking for sharing of personal moments with teachers, participating in the classroom at non-scheduled times, interacting with others.

- ***Frame classroom training in real-life situations.***

Classroom training that is framed in real-life situations will help students learn how to apply theory and other training content to practice. Students often complain that they do not know how

to apply what they learn in the classroom. Colleges can remedy this complaint by using real-life situations to illustrate application. This approach also makes knowledge more relevant and interesting for students, and can increase the chance that it is both used and used appropriately.

One way to frame training in real-life situations is consistently to ask students to volunteer their own experiences. This approach makes it is easier for students to identify behaviors that could either be modeled or performed differently. Tidewater Community College in Virginia uses this approach with its students. Serving many students at the poverty level, teachers start students talking about their own experiences and move into ways in which their experiences could have been improved. Students easily generate issues from their own lives that shape the discussion about working with families.

Case teaching is another approach that frames classroom content in real-life situations. Cases are narratives about situations, often based on actual events. Cases are typically accompanied by theoretical readings, and allow the reader to apply theoretical knowledge directly to the situations. Participants in case discussions are instructed to think like the actors in the case, thereby forcing them to apply their knowledge to different perspectives and situations.

- ***Involve students in the community.***

Several training methods take students off-campus and involve them directly in the community. These opportunities or placements allow students to apply and practice their skills in natural settings. Some colleges require students to complete their practica off-campus in a community agency or organization, which allows students to experience a real workplace environment and provides connections for future employment opportunities.

Community-based opportunities can go beyond practicum placements. Ivy Tech State College in Muncie, Indiana, involves its students in community-based action research projects. Students propose a research project around a community need and then collect data, which requires them to interview and interact with families. Through in-depth interviews, participant observation, and other qualitative methods, students gain experience in research and its application.

Other colleges require students to volunteer in community organizations or agencies. While most students choose an early childhood setting, other settings offer valuable experiences for learning to work with and support families. For example, homeless shelters offer students a first-hand perspective on the needs of families and children in poverty. In addition, literacy programs offer opportunities to practice communication skills.

Two-year colleges generally are advanced at ensuring that students have opportunities to practice their skills and apply their knowledge for working *with children*. Most, however, do not place the same level of emphasis on ensuring that students have similar opportunities for working *with families*. Because almost all colleges are already using the methods described above, relatively simple modifications can change their focus to include parents and families.

FINDING THREE:

WITHOUT AN EXPANDED FOCUS ON PARENT AND FAMILY DEVELOPMENT, STUDENTS MAY LACK CRITICAL KNOWLEDGE AND SKILLS.

As cited in Finding One, when ranked in order of the extent to which two-year colleges' training content covers framework areas, parent/family development was second-to-last. Content in this area provides early childhood professionals with the knowledge and skills needed to build positive and meaningful relationships with families. These range from basic knowledge about families to involving parents in the classroom and supporting parent leadership in decision making.

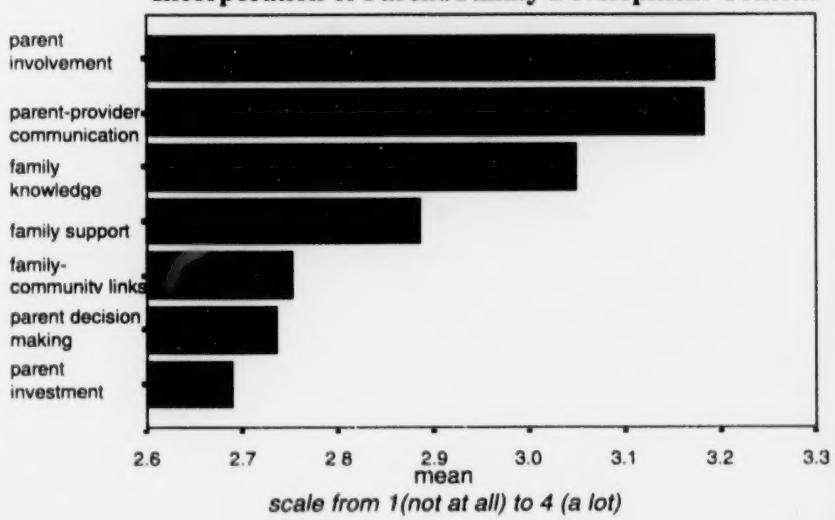
To identify more specifically how this important framework area could be improved, we asked survey respondents to rate the extent to which their training content is dedicated to topics falling within each of the seven subcategories under parent/family development (defined in the introduction). Colleges were asked to rate the extent to which their overall training content addresses specific topics on a scale from 1 (not at all) to 4 (a lot).

Colleges Emphasize Limited Knowledge and Skill Areas for Working with and Supporting Families

Survey results show that most two-year colleges address training topics under *parent involvement* and *parent-provider communication* "a moderate amount" to "a lot," while they only address topics under *family support, family-community linkages, parent involvement in decision making, and parent investment in child care* "a little bit" to "a moderate amount." Chart 3 presents average responses for each of the seven categories under parent/family development.

Chart 3

Incorporation of Parent/Family Development Content



scale from 1(not at all) to 4 (a lot)

Analyses reveal that much of the training content in the area of parent/family development emphasizes limited knowledge and skill areas commonly associated with *working with parents* as opposed to broad-based knowledge and skill areas for *working with and supporting families*. Knowledge and skills more commonly taught fall within the categories of *parent involvement* and *parent-provider communication*. More specifically, they include skills such as promoting child learning activities

in the home, conducting parent conferences, or designing homework activities that require parent participation. While these are important, many colleges do not expand their focus to address other knowledge and skill areas needed for working with families.

Family-focused training programs emphasize a broader set of knowledge and skill areas that include those described above, but also include *family-community linkages, parent involvement in decision making, and parent investment in child care.* In these programs, students learn to refer families to community resources, support parent leadership and decision making, and encourage parents to be resources in and outside the classroom. The results of the survey indicate that while some colleges are incorporating these areas into their curricula, most are doing so only minimally.

Students Lack Parent and Family Development Skills

Without the transfer of knowledge and skills in each framework area, students may lack the skills needed to work effectively with families. Table 2 displays results from survey items asking colleges to rate students on skills in the area of parent/family development.

Table 2

Ratings of Student Skills upon Graduation or Program Completion

On a scale from 1 (skills not taught) to 7 (outstanding), indicate how well students will perform the following upon graduation or program completion.

	% responding 1-3	% responding 4-7
Conduct effective conferences with parents	45	54
Communicate using cross-cultural knowledge and skills	56	46
Work with the knowledge, strengths, and experience of parents	59	41
Conduct home visits	79	21

Results show that of the four skill areas considered, students were rated highest on their skills in conducting effective conferences with parents — a skill that falls within the *parent-provider communication* category. All but 16 of the 367 respondents train students to perform this skill. Students received lower ratings on the other items in the table — skills that fall within the less commonly emphasized categories of *general family knowledge* and *family support*.

A lack of a broad range of skills for working with families can ultimately affect children. Compelling research evidence shows that family-focused early childhood care and education are related to positive outcomes for both children and families (Brady & Coffman, forthcoming). In addition, parents that are involved and supported in the child care or preschool setting are more likely to remain involved when their children enter school — a factor related to positive child

achievement outcomes. This research suggests that the skills that early childhood professionals have for working with families can be critical factors that affect children's attainment of positive short- and long-term outcomes.

Curricula Should Reflect a Broad Range of Parent/Family Development Knowledge and Skills

Training curricula in many two-year colleges can be improved by ensuring that they cover a broad range of knowledge and skills for working with families. Survey results specifically indicate that training for most colleges can improve in the areas of *family support, family-community linkages, parent involvement in decision making, and parent investment in child care.*

Table 3 illustrates what it means to develop a broad range of knowledge and skills for working with and supporting families. The table breaks out the seven categories of parent/family development and describes examples of the knowledge and skills associated with each, as well as the value of applying the knowledge and skills in practice.

Table 3

Parent/Family Development Categories: Knowledge and Skills and Their Value in Practice

Category	Examples of knowledge and skills	Value in practice
General Family Knowledge	• Knowing cross-cultural childrearing practices • Knowing how communities affect children/families • Reflecting diversity of students in curriculum • Relating to and involving fathers • Supporting teenage parents	Curriculum becomes more relevant and interesting for children and families. Communication is possible with family members of varying roles/ backgrounds.
Parent-Provider Communication	• Learning from parents' knowledge of their child • Writing letters/notes to parents on children's progress • Conducting effective parent conferences • Requesting information from parents • Communicating with parents in creative ways	Parent knowledge about children is useful for understanding children's behavior. Effective communication with parents can enhance parent involvement.
Family Support	• Knowing family support definitions and practices • Identifying and supporting parent or family strengths • Knowing about adult learning and development • Developing skills in group dynamics • Negotiating conflict with parents	Working with family strengths can strengthen family cooperation. Knowledge of adult learning/behavior can make time together efficient and effective.

Parent Involvement in Learning and Development	• Encouraging parent/family involvement • Promoting child learning activities in the home • Designing homework requiring parent participation • Designing home learning activities with parents • Conducting home visits	Homework is often more likely to get done if parents are involved. Home activities reinforce learning in the child care or classroom setting.
Parent Investment in Child Care and Education	• Encouraging parents to be resources • Identifying parent volunteer skills • Creating opportunities for parents to be involved • Matching parent skills to opportunities • Involving parents as advocates for children, providers	Parent involvement means more individual attention for children. Parents can influence improvement in quality of child care.
Family-Community Linkages	• Referring families to community resources • Linking families that share similar interests • Facilitating parent-to-parent support • Linking families to community partnerships • Working with other professionals in the community	Parents or families can help secure additional community support or resources. Family networks can help support, improve and strengthen the home environment.
Parent Involvement in Decision Making	• Encouraging and supporting parent leadership • Encouraging and supporting parent decision making • Holding a parent meeting to get input on curriculum • Linking parents to parent decision /advisory groups • Helping organize a parent advisory/leadership group	Parent leadership leads to shared accountability for child outcomes. Awareness of parent perspective is useful for avoiding potential misunderstanding/conflict.

The third column of Table 3 shows that with a broad range of knowledge and skills for working with and supporting families, early childhood professionals can enhance the effectiveness of their work with children. Now that the value in training students to possess the knowledge and skills listed above is evident, the next two sections of this report assist colleges in determining their own areas for improvement and guide individual college efforts to strengthen family-focused training.

GUIDING QUESTION TWO:

HOW CAN COLLEGES DEVELOP A STRONGER FAMILY FOCUS?

Findings in the previous section call for more family-focused curricula based on the aggregate findings of research conducted with colleges across the nation. They are general statements about training at two-year colleges for early childhood professionals. This section allows colleges to determine whether the findings are relevant to their own training programs. It takes colleges through a self-assessment process to determine where their curricula are strong and where they can be strengthened.

The Self-Assessment Survey Identifies Areas of Strength and Need

The first step for a college desiring a stronger family focus is to assess its own curriculum on the dimensions defined in the training framework. The self-assessment survey on pages 19 and 20 guides colleges through this process. The survey is only a sample tool; colleges can either develop their own or modify the one presented here to fit with their own environments. The important point is that colleges can use the framework as a guide for assessing their curriculum.

Ideally, multiple individuals in the college associated with training for early childhood professionals should complete the survey. Because individuals often do not know everything about the training content and methods used across a single program, multiple respondents make it possible to get a more valid and comprehensive assessment of family-focused training in a college. Possible respondents may include teachers, department heads, counselors/advisors, administrators, teaching assistants, and even students. Respondents may also cross disciplines, as early childhood professionals may get their training from multiple departments within a college.

The survey lists skills for each training framework category described in the first section of the report. In addition, it breaks out the *Parent/Family Development* category into its seven subcategories.

Respondents should take about 5-10 minutes to complete the survey. The survey asks the question: Upon graduation or program completion, what level of knowledge and skills will students have with respect to the following activities? Three responses are possible:

Advanced: Students will have the knowledge and skills needed to act as role models.

Basic: Students will have the knowledge and skills needed to perform this activity with little or no supervision.

Limited: Students will *not* have the knowledge and skills needed to perform this activity.

Results Can Be Used for Decision Making and Planning in Need Areas

Survey results can be used to guide individual college efforts to strengthen family-focused training. The responses will immediately point to specific areas of strength and need in the college.

When the survey is complete, participants should quickly glance through their responses. If more than one person responded, all surveys should be copied, compiled, and distributed to each person involved. Responses may be interpreted according to the following broad guidelines:

- Categories with two or more *advanced* responses and no *limited* responses should be considered strong areas for family-focused training
- Categories with mostly *basic* responses and no *limited* responses should be marked as potential areas for improvement
- Categories with more than one *limited* response should be marked as areas of need.

The interpretation of results should again involve multiple individuals associated with the training program. Participants should first discuss the findings to determine if anyone would like to add other relevant information. Because the survey is limited in the knowledge and skills it assesses, additional information may be important to consider.

Several questions should be asked while interpreting the responses. They include:

- Do the results seem valid? Do they match expectations?
- Do each person's responses reflect the same areas of strength and need?
- Is there disagreement about specific ratings?
- What information did each person use in choosing responses?
- Do any of the need areas fall out of the program's scope?
- What is each person's opinion/attitude about strengthening the need areas?
- What areas can be strengthened (given attitudes, resources, commitment)?
- What are the priority need areas?
- Do school staff and personnel need instruction in family-focused training?

Once areas of need have been identified and the decision has been made to strengthen identified areas, colleges can proceed to the next section of this report. This section provides examples of promising practices in each area from colleges throughout the nation. Colleges can use this section like a "menu," selecting and applying suggestions from the sections that apply to their areas of identified need.

SAMPLE SELF-ASSESSMENT SURVEY

This two-page survey helps your college identify areas of strength and need for family-focused training. Its categories correspond to the training framework areas. The results will help you determine where your strengths currently lie, and where you may need further development.

Upon graduation or program completion, what level of knowledge and skills will students have with respect to the following activities?

(1) **Advanced** — students will have the knowledge and skills needed to act as role models

(2) **Basic** — students will have the knowledge and skills needed to perform this activity with little or no supervision

(3) **Limited** — students will not have the knowledge and skills needed to perform this activity

Child Development			
Lead developmentally-appropriate child education programs	Advanced	Basic	Limited
Communicate child development information to parents	Advanced	Basic	Limited
Communicate to parents how classroom/child care activities link to development	Advanced	Basic	Limited
Incorporate aspects of the home environment into the classroom/child care setting	Advanced	Basic	Limited
Listen to and learn from parents about children's development	Advanced	Basic	Limited
Provider Development			
Develop a career plan	Advanced	Basic	Limited
Practice effective time and stress management	Advanced	Basic	Limited
Identify and participate in relevant local/state/national professional organizations	Advanced	Basic	Limited
Identify and participate in continuous training/professional development	Advanced	Basic	Limited
Link career plan to training and development opportunities	Advanced	Basic	Limited
Organizational Development			
Collect and distribute information to families on community programs/activities	Advanced	Basic	Limited
Connect families with community activities linked to their learning skills/talents	Advanced	Basic	Limited
Sponsor family activities	Advanced	Basic	Limited
Cooperate with other community providers to serve families	Advanced	Basic	Limited
Solicit support for families from other community organizations	Advanced	Basic	Limited
Community Development			
Refer families to community resources	Advanced	Basic	Limited
Work to increase community awareness about childrearing beliefs and norms	Advanced	Basic	Limited
Involve families in service to the community	Advanced	Basic	Limited
Contribute to existing family-school-community partnerships	Advanced	Basic	Limited
Promote new family-school-community partnerships	Advanced	Basic	Limited
Policy Development			
Track local, state, and national policy on families and child care	Advanced	Basic	Limited
Understand the policy-making process	Advanced	Basic	Limited
Identify local/state organizations working on family and child care policy	Advanced	Basic	Limited
Identify ways of participating in policy-making process on families and child care	Advanced	Basic	Limited
Participate in local or state policy-making process on families and child care	Advanced	Basic	Limited

Parent/Family Development			
General Family Knowledge			
Demonstrate knowledge of cross-cultural childrearing practices	Advanced	Basic	Limited
Demonstrate knowledge of how the community impacts children and families	Advanced	Basic	Limited
Reflect diversity of students in classroom curriculum and space	Advanced	Basic	Limited
Relate to and involve fathers	Advanced	Basic	Limited
Support teenage parents	Advanced	Basic	Limited
Parent-Provider Communication			
Learn from parents' knowledge of their child	Advanced	Basic	Limited
Write letters or notes to parents on their child's progress	Advanced	Basic	Limited
Conduct effective parent conferences	Advanced	Basic	Limited
Request information from parents on a child's home behavior or circumstances	Advanced	Basic	Limited
Communicate with parents in creative ways (e.g., newsletters, e-mail, Web page)	Advanced	Basic	Limited
Family Support			
Demonstrate knowledge of family support definitions and practices	Advanced	Basic	Limited
Identify and support parent or family strengths	Advanced	Basic	Limited
Practice skills in adult learning and development	Advanced	Basic	Limited
Practice skills in group dynamics	Advanced	Basic	Limited
Negotiate conflict with parents	Advanced	Basic	Limited
Parent Involvement			
Encourage parent/family involvement	Advanced	Basic	Limited
Promote child learning activities in the home	Advanced	Basic	Limited
Design homework assignments that require parent participation	Advanced	Basic	Limited
Design home learning activities in conjunction with parents	Advanced	Basic	Limited
Conduct home visits	Advanced	Basic	Limited
Parent Investment in Child Care and Education			
Encourage parents to be resources in or out of the classroom	Advanced	Basic	Limited
Identify parent volunteer skills	Advanced	Basic	Limited
Create opportunities for parents to be involved in or out of the classroom	Advanced	Basic	Limited
Match parent skills to opportunities in and out of the classroom	Advanced	Basic	Limited
Involve parents as community advocates for children and providers	Advanced	Basic	Limited
Family-Community Linkages			
Refer families to community resources	Advanced	Basic	Limited
Link families that share similar interests	Advanced	Basic	Limited
Facilitate parent-to-parent support and recreational activities	Advanced	Basic	Limited
Link and involve families in family-school-community partnerships	Advanced	Basic	Limited
Work with other professionals in the community that serve families	Advanced	Basic	Limited
Parent Involvement in Decision Making			
Encourage and support parent leadership	Advanced	Basic	Limited
Encourage and support parent decision making about their child	Advanced	Basic	Limited
Hold a parent meeting to get input on planned curriculum	Advanced	Basic	Limited
Link parents to parent decision making/advisory groups (e.g., PTA/PTO)	Advanced	Basic	Limited
Help organize a parent advisory or leadership group/committee	Advanced	Basic	Limited

GUIDING QUESTION THREE:

WHAT PROMISING PRACTICES EXIST TO GUIDE THE DEVELOPMENT OF FAMILY-FOCUSED TRAINING?

This section of the report is for two-year colleges interested in strengthening their family-focused training. The self-assessment survey in the last section helps colleges identify areas of the training framework that can be improved. This section provides strategies that colleges can implement in each of the training framework areas to guide efforts toward more family-focused training. While each strategy is listed under only one framework area, it is important to note that some can be used to strengthen training in more than one area.

The strategies for each framework area were generated from survey responses and interviews with two-year colleges across the nation. Strategies are based on the practices that colleges reported as most useful for training students to work with and support families. These "promising practices" are also included as examples of how the strategies can be implemented.

Each college cannot expect to implement each of the 14 strategies. Rather, the idea is that any of the strategies, even taken alone, will make a training program more family-focused. Each college may have to weigh issues of already overcrowded curricula or lack of faculty available or knowledgeable to teach in these areas (Norton, 1994). The following strategies provide colleges with viable options and ideas for strengthening family-focused training. In summary, the strategies for strengthening family-focused training include:

(1) Require students to work with families in the practicum experience.
(2) Incorporate anti-bias training content into the curriculum.
(3) Facilitate career planning, development, and mobility.
(4) Teach students skills that are useful in the workplace.
(5) Bring representatives from community organizations into the classroom.
(6) Offer opportunities for joint parent and student training.
(7) Take students out of the classroom and into the community.
(8) Develop and strengthen local partnerships.
(9) Encourage students to participate in the policy-making process.
(10) Train students to use technology to track local, state, and national policy affecting early childhood care and education.
(11) Incorporate a family focus into the strategic planning process.
(12) Develop specific classes in parent/family development categories.
(13) Infuse parent/family development content into all classes for early childhood professionals.
(14) Develop a family support certificate or program concentration.

CHILD DEVELOPMENT

Family-focused training in the child development area teaches early childhood professionals to be knowledgeable in child development not only to be competent with children but also to inform and respond to parents. Early childhood professionals should be open to learning from parents and be able to incorporate aspects of the home into the child care or classroom setting. Training should prepare students to plan and lead culturally- and developmentally-appropriate programs, and to have reciprocal communication with parents about children.

Strategy 1: Require students to work with families in the practicum experience.
Most colleges that train early childhood professionals require students to complete a practicum. This opportunity provides supervised and hands-on experiences with children. Students observe teachers and then participate in an early childhood setting to practice and improve their skills.

The practicum is an excellent opportunity for students to learn how to work with families as well as children. For this to be an effective opportunity, however, colleges need to ensure the practicum setting is family-focused. Teachers must model work with parents and families, and students should be assessed on their skills for working with families. The more positive experiences students have with families while in training, the better they will be able skillfully to work with families.[7]

Many colleges build a family focus into their practica. For example, students at Western Montana College "adopt" a family as part of their training. During the year, they work closely with their adopted family and make home visits, conduct parent-teacher conferences, develop and implement parent training sessions, and develop after-school programs based upon an expressed need from parents. This approach can give families valuable one-on-one attention and give students the full range and depth of experience in working with families.

Examples of other specific strategies that can be used in a practicum to involve students with families include the following:

- Assign each student to a family interested in being involved with student training. Over a semester or year, the student can participate in activities that will make them much more at ease with parents (e.g., playing with a child in his or her home, eating a meal with the family, shopping with the child and parents).
- Invite students to participate in parent intake interviews or home visits.
- Ask students to observe a child over time and then hold a supervised discussion with the child's parents.
- Invite students to participate in parent conferences with a heavy focus on learning from the parent.

[7] Bobbie Weber, Linn-Benton Community College, Albany, OR.

- Ask students to identify teacher behaviors that model good parent-provider communication (e.g., inviting parents into the classroom or modeling relationships of equality).
- Ask students to observe parent behavior and look for examples of parent involvement (e.g., sharing of personal moments with teachers, participation in the classroom at non-scheduled times, and interaction with other children and parents).

Strategy 2: Incorporate anti-bias training content into the curriculum.
Early childhood professionals work with children and families that have different cultures, backgrounds, or attitudes about childrearing. Family-focused training teaches early childhood professionals to respect these differences and include them in the early childhood curriculum.

When asked to provide the most impressive aspect of how their college trains students to work with and support families, numerous survey respondents cited their efforts to incorporate diversity and anti-bias into their curricula. Many of these colleges dedicate entire courses to this topic. For example, Orange Coast College in California offers one course in anti-bias strategies and cross-cultural perspectives called "Cross-Cultural Perspectives on Child Development." The class teaches students how to avoid biases in their work with families and children. Three-fourths of the class is dedicated to recognizing bias, and the remaining fourth is about action, or what can be done in the classroom to prevent bias.

Colleges teaching anti-bias strategies must ensure that they are training students to use them in working not only with children, but also with adults. Survey results show that while colleges emphasize these strategies for working with children in the early childhood setting, often they are not similarly emphasized for working with parents and families. For example, students should be taught how to learn from parents and incorporate aspects of the home environment into the classroom setting even if the parents and students do not share similar ideas about childrearing. It is often easier for students to practice anti-bias strategies with children than it is with adults. Students need to recognize that different biases may affect their interaction with children's families.

PROVIDER DEVELOPMENT
Family-focused training in the provider development area teaches early childhood professionals to be "lifetime learners." Students learn how to develop career plans and link their plans to continuous training and professional development opportunities. Students also learn to manage time and stress, and balance work and home responsibilities.

Given the high turnover in the field, career development linked to improved compensation is a strategic way to create a stable workforce. On the ground, this means that children and families are more likely to develop relationships with a provider — relationships that are critical to working with and supporting families. Stable relationships are good for children, families, and providers.

Strategy 3: Facilitate career planning, development, and mobility.
Two-year colleges can help create career pathways for early childhood professionals by linking non-credit training to credit training and linking the associate's degree to the bachelor's degree. These links can be established by developing transfer articulation policies and policies that connect non-credit and credit training.

Training for the early childhood profession can be uncoordinated and disjointed. From their research on career development for early childhood professionals, Morgan, et al. (1993) concluded:

> On the one hand, non-credit training was uncoordinated. On the other hand, credit training was not consistently accessible. There were few options for practitioners to receive recognition and credit for learning when they tried to move from non-credit training into higher education. Transfer and articulation of credits earned were major barriers to advancement throughout the higher education system.

These problems can make it difficult for many early childhood professionals to advance along a career path.

Fortunately, some headway has been made since the findings from this research were released. In follow-up comments on the 1993 study cited above, Azer, Costley, Elliott, & Stoney (1996) noted, "Five years later, much progress has been made to create comprehensive career development systems for those working with young children." The results of the two-year college survey also support notions of progress. Of the 367 respondents, 89% have articulation policies with 4-year colleges, 85% have articulation policies with high schools, and 63% offer credits for prior learning. Only 23% of respondents, however, accept credits from non-institutional training.

In her paper, "The Role of the Community College in a Career Development System for Early Care and Education," Darlene Ragozzine cites action strategies that can enhance the role that two-year colleges can play in creating career pathways. These include the following:

- Encourage and support colleges and their faculty to become more involved in the development of quality non-credit training.
- Form and support collaborative networks between colleges and community agencies in order to set priorities for local and state early care and education training.
- Encourage colleges to establish more mechanisms that provide opportunities to receive credit for prior learning.
- Encourage states to mandate articulation between two- and four-year colleges with early childhood programs.
- Support articulation agreements that include other related programs such as child and family studies, child development, and family and consumer studies programs.
- Support the establishment of a nationally-recognized approval system for the associate's degree in early childhood programs.

While these can be effective strategies for creating career pathways, they require a lot of time and a broad-based commitment from multiple individuals or groups. Strategies that teachers of early childhood professionals can use to complement these "macro-level" strategies include:

- Providing early and one-on-one career counseling for students
- Developing "hypothetical" career and training pathways for students based on promising job opportunities, available training sources, and potential timelines for additional training or advancement.

Central Oregon Community College is an example of a college that helps to facilitate career planning and movement for early childhood students and community professionals. The college runs a number of early childhood and family support programs, parent education for families with children 0-3 years, abuse prevention for families of newborns, family support for parents re-entering the workforce through welfare reform, and a family resource center. For the nearly 70 employees in these programs, the college conducts training needs assessments, employee performance reviews, and career planning activities. Using this information, the college designs a series of training modules that are open to program employees, credit students, parents, and other community professionals.

As part of career development training, topics can address issues that are important to providers. For example, training to develop skills for effective time management and coping with stressful situations will help providers deal with the additional time and energy required for working with parents and families. In addition, training for home-based providers can teach them to manage the different roles they must take on for both business and social purposes.

In addition to their work with career planning, teachers at two-year colleges can help combat the problem that non-credit training is often offered in the form of entry-level and repetitive workshops without any vision of how they fit in an overall training scheme (Azer, et al., 1996). Collaborating with other trainers in the community to plan credit and non-credit trainings will improve the "overall training scheme" and increase the chances that non-institutional trainings can count for credit.

Strategy 4: Teach students skills that are useful in the workplace.
Students need to develop skills that will help them to be successful in the workplace environment. These skills include teamwork, written and verbal communication, time management, and multiple task management. While students in practicum settings learn skills for working with children in the child care or early childhood setting, they may not learn about common workplace skills for working with other adults. As one department coordinator noted, "For many students, it may be the first time they consider their role with families. They may have selected to work with children to avoid adults!"[8]

[8] Marian Green, Montgomery College, Rockville, MD.

Some colleges teach their students workplace skills in unique ways. For example, Linn-Benton Community College in Oregon enrolls students in learning communities. Learning communities attempt to enhance student success by clustering both students and courses. For example, some colleges provide thematic clusters of courses for specific student cohorts (e.g., under-prepared or first-year students), while others link general education classes (e.g., writing, communication) with courses in a specific substantive context (e.g., math, sciences). Learning communities have been found to increase student involvement in academic and social activities, and students who participate are more likely to stay in college (Washington Center for Improving the Quality of Undergraduate Education, 1994).

Students in the Human Resources Learning Community at Linn-Benton complete general education courses in math, composition, speech, social sciences, and humanities. Courses are organized around themes that are key to preparing students to work with families. Coursework is completed in ways that reflect workplace environments. For example, a 1997 Linn-Benton brochure on the learning community states that "students gain the ability to communicate clearly, think logically and critically, get along with different kinds of people, and work both independently and as part of a team. The program is flexible, features small groups working together, and helps students learn to solve problems collectively."

Colleges that require and assess students on their skills for communicating with one other, managing time and multiple tasks, solving problems and making decisions, and working both in groups and independently will help students develop skills that will be applicable in any workplace environment. Examples of specific skills are included in Table 4.

Table 4

Examples of Workplace Skills

Skill Categories	Skills
Interpretation and Communication	Chooses words/manner of expression appropriate to the workplace
	Writes short notes and/or simple memos
	Convinces or persuades an individual or group
	Logically justifies a position
Time Usage and Allocation	Reads and compiles work-related schedules
	Demonstrates ability to schedule/order events
	Demonstrates ability to prioritize tasks
	Manages time on tasks
Decision Making and Problem Solving	Asks questions when appropriate
	Anticipates outcomes; considers alternate strategies
	Understands ideas from a work plan and suggests implementation options
	Identifies work-related problems, potential solutions, and barriers

Teamwork	Works toward agreement involving exchange of resources
	Interacts with co-workers to accomplish a task
	Works well with people from culturally diverse backgrounds
	Demonstrates awareness of learning styles of self and others

ORGANIZATIONAL DEVELOPMENT

Family-focused training in the organizational development area teaches early childhood professionals to be aware of how different organizations (e.g., provider networks, resource and referral agencies) can support families. Training shows students how to capitalize on the opportunities presented by diverse organizations, and how to deal with the barriers and challenges of working with them.

Strategy 5: Bring representatives from community organizations into the classroom.

One of the simplest ways to introduce students to opportunities and barriers presented by different organizations is to bring representatives or users from those organizations into the classroom. For example, representatives can enter the classrooms as guest speakers or experts. Descriptions of the mission and role of the organization in the community will help raise awareness of opportunities for supporting parents. Representatives can come from local job training or job placement programs, neighborhood associations, business or civic associations, recreation groups, welfare agencies, or faith-based organizations.

A different and valuable perspective on community organizations can also come from users. For example, parents who have used child care resource and referral agencies can explain how the service did or did not meet their needs. This perspective raises awareness about specific uses or applications for families, as well as potential problems that can occur.

Two-year colleges can bring parents into classes as users of community services. Parents will likely have different reasons for coming into the classroom. Some may like to help teach future providers how to deal with them and their children better, while others may like to share their expertise. Local partnerships with community organizations that provide direct services can be used to recruit parents to come into classrooms.

Once in the classroom, parents can make curriculum suggestions and offer views on community services and parent-provider relationships from a number of perspectives (parents of children with disabilities, parents with children in regular day care or child care, parents of high-risk children, professional parents, parents with good and bad provider experiences, parents with different ethnic backgrounds). Parents can also talk about their experiences and then participate in a question and answer session with the students.

Strategy 6: Offer opportunities for joint parent and student training.

Many of the topics covered in two-year colleges for early childhood professionals can benefit both students and parents. Periodically bringing parents into the classroom or putting students in environments with parents will not only increase the awareness of parents about their children's development and care, but will also enrich the training environment.

Joint parent and student trainings can be organized in several ways. They include:

- Inviting parents from a lab school or campus child development center into the classroom
- Setting aside specific dates for parents to come into the classroom and discuss questions or issues about early childhood care and education
- Requiring students to attend community parent trainings (e.g., parenting classes for teens)
- Organizing trainings on specific topics for all parents in the community
- Having students plan and hold supervised trainings with parents.

Colleges often offer opportunities for parent and student training as part of their on-campus lab schools. Clark College in Washington trains parents and students together through a non-degree parent education program. Parents with children in the on-campus preschool take courses that are relevant to their children. Students in the early childhood education program can take parent education classes. The parent education program also acts as a "feeder program," getting parents interested in pursuing a two-year early childhood education degree.

Everett Community College is one of 29 community and technical colleges in Washington State that trains parents and students using parent education programs. The college offers 30 classes in 16 locations on family life education for parents of infants, toddlers, and preschool-age children. Classes are available for parents of all income levels. The class sessions vary in length from one day to four days a week, depending on the age of the children and the program offered. Parent education class topics include child development and guidance techniques, home management, nutrition, family relationships, and community resources for families.

Some colleges use distance learning technology to facilitate joint training for students and families. For example, the Francis Child Development Institute at Penn Valley Community College in Missouri uses a multi-media center to make classes available to both students and parents in their homes. The class is interactive and allows those at home to participate in the classroom discussion. The opportunity to take classes off-campus and at home eases access and cost problems for parents who want to learn more about caring for their children.

COMMUNITY DEVELOPMENT

Family-focused training in the community development area teaches students how to enhance partnerships between families and communities. Students learn about community resources and referral methods. Students also learn ways in which families can link to family-school-community partnerships and other ways that families can contribute to the community. Training can also prepare students about ways to participate in community programs that affect families.

Strategy 7: Take students out of the classroom and into the community.

Taking students out of the classroom and into the community is an obvious way to teach students about community resources and how they and families can contribute to the well being of children in the community. Mechanisms for placing students in the community include field-based practicum placements, apprenticeships, mentoring relationships, and assigning students specific projects that require community outreach and contact.

Mentoring is a promising training and professional development approach that has benefits for both mentors and mentees. According to the National Center for the Early Childhood Workforce, mentoring programs share three goals:

- Retaining experienced, skilled teachers and providers
- Providing professional development opportunities for mentors
- Creating increased training opportunities for novice caregivers.

Mentoring programs are structured in ways that vary according to where mentors work (e.g., family day care homes, child care centers, early childhood programs), where the mentoring takes place (where the mentor or mentee works), and whether a training class accompanies the mentoring experience.

Two-year colleges can implement mentoring programs as a method for teaching students how to work with families. While similar to a field-based practicum, mentoring is different in that it provides a one-on-one and mutually beneficial training experience for participants. As stated above, a variety of options exist for mentoring programs. Colleges can establish mentor centers in the community for students to visit, or they can select teachers or providers meeting specific qualifications for working with families to be mentors in their own work places or their mentees' work places. In addition, mentors can work with mentees on family-focused knowledge and skills only, or work with additional skills such as business operations or community referrals (Whitebook, Hnatiuk & Bellm, 1994).

Field placements allow students to learn about families in their contexts, understand the circumstances in which young children grow up, and learn from families and neighborhoods. These experiences enrich students' understanding of families as assets or resources and the challenges that they face. Students can also learn how families can network with each other informally for support (i.e., informal community networks).

Another option for colleges that want their students to interact in the community is to give students assignments that require their interaction with community professionals. For example, students in a course titled "Family and Community Relations" at Edison Community College in Ohio spend eight weeks studying community agencies and resources. Each student is responsible for learning about a specific agency and arranging for an agency representative to speak to the class. The student must introduce the speaker and make closing remarks. In addition, students are responsible for making a community resource file that includes 50 agencies.

Strategy 8: Develop and strengthen local partnerships.
To strengthen their mission of service to the communities they serve, many two-year colleges assume a leadership role in establishing partnerships that link colleges with business and other entities in communities. Partnerships with government and civic organizations, private sector businesses, other educational entities, and cultural organizations enhance support for the college's mission and strengthen links between human resource needs and development.

Departments within two-year colleges that train early childhood professionals need to mirror college-wide efforts to form local partnerships. This is an expanded definition of the term "partnership" that goes beyond building relationships with parents and families, to building meaningful associations with the types of community entities cited above.

Partnerships can serve a number of functions for early childhood training programs or departments at two-year colleges. For example, the Francis Child Development Institute at Penn Valley Community College in Missouri develops partnerships among individuals, programs, and organizations "to turn good ideas into real benefits for children and families." The Francis Institute has developed partnerships in many sectors of the greater Kansas City area in order to:

Private Sector Businesses	• Provide technology resources and training (e.g., computers, distance learning laboratories, internet access) • Televise training into rural and urban areas • Develop a comprehensive entrepreneurship program and small business loan fund for family child care entrepreneurs
Universities	• Receive technical assistance on early childhood training materials and approaches • Receive guidance on evaluating training practices • Receive updates on current child development research • Foster articulation agreements • Recruit and mentor minority and "first-generation college-going" high school and community college students
K-12 Schools	• Plan and conduct training for extended-day staff • Conduct developmental screenings of young children

Community Service Providers	• Sponsor joint recreational activities for children and their families (e.g., carnivals, outdoor fun fairs) • Deliver training and technical assistance to child care providers in housing projects, the local YWCA, and early childhood programs

Two-year colleges should not only develop local partnerships, but also train students how to collaborate and form partnerships. Edmonds Community College in Washington offers a class on this topic titled *Building Partnerships: The Art of Collaboration.* The class defines collaboration and focuses on community capacity building. Students learn to define collaboration and contrast it to networking, coordination, and cooperation; examine culture and community barriers to collaboration; participate in local collaborations; demonstrate an understanding of collaboration; and identify collaboration activities.

In addition to training students in building partnerships, colleges can use students to develop and strengthen local partnerships. Adult students and professionals bring a wealth of experience, knowledge, and connections to groups and individuals in the community. Students should be encouraged to help forge new partnerships or join existing ones.

POLICY DEVELOPMENT

Family-focused training in the policy development area teaches students ways of tracking the issues and policies that affect their work as early childhood professionals. They also learn ways to participate in the policy-making process.

Strategy 9: Encourage students to participate in the policy-making process.

Policy that affects early childhood professionals is being developed and changed all the time. Many times professionals do not know about it until it has been made and therefore can only react to the policy "after the fact." One strategy to reverse this trend and get early childhood professionals more involved in forming the policy that affects them is to provide them training in how to participate in the policy-making process.

Some of the training for participation in policymaking can occur through methods used in the classroom. The Community College of Aurora in Colorado offers a course titled "Creative Activities" that has students role play a situation involving an actual Colorado legislator and a constituent. The students follow real bills in the legislature related to child care, and communicate in class their desires for passing those bills. Examples of topics used include legislation proposed by the governor's 25-business person commission on child care on how industry can help with the child care issue, the child care check-off on the state tax form, child care tax credits to employees, and legislation establishing a statewide Child Care Commission. Students' homework is to play out their role in real life.

Professional associations or organizations for early childhood professionals also provide non-threatening and well-organized opportunities for students to stay current on policy issues and to participate in the policy-making process. Professional organizations already take on much of the

time and effort needed to track policy and identify opportunities for participation in forming policy. Therefore, simply joining the organization can greatly facilitate efforts to participate. Many college teachers already belong to state or national early childhood organization and can easily provide information to students on their experiences and how to become a member. Some teachers even give credit for going to professional organization conferences and writing papers on what they learned.

Strategy 10: Train students to use technology to track local, state, and national policy affecting early childhood care and education.

Technology has greatly enhanced the capacity of early childhood professionals to track policy issues that affect early childhood care and education. Access and training in how to use the World Wide Web and other electronic legislative tracking services let early childhood professionals learn about recent and ongoing developments in child care or early childhood education with relatively little time and effort.

Providing access to technology and electronic resources is useful; however, colleges also need to provide training in how to use them efficiently and effectively. With millions of Web sites now available, users can spend hours searching for the right information with little success.

Multiple resources exist on the World Wide Web for tracking developments in early childhood policy. Examples of sites that contain this information are listed in Table 5. Several listservs, or electronic discussion groups, also exist for those interested in corresponding using electronic mail. Information on how to obtain information on these listervs is also listed in Table 5.[9]

Table 5

Examples of World Wide Web Sites for Tracking Early Childhood Research and Policy

	Site Name	URL
Research /Policy Tracking	Electronic Policy Network	www.epn.org
	Harvard Family Research Project	hugse1.harvard.edu/~hfrp
	Urban Institute	www.urban.org

[9] These are *examples* of sites. Table 5 does not include a comprehensive list of available sites.

Professional Associations/ Organizations	American Educational Research Association	www.area.org
	National Association for the Education of Young Children	www.naeyc.org
	National Association of Child Care Resource and Referral Agencies	www.childcarerr.org
	National Child Care Information Center	ericps.crc.uiuc.edu/nccic
	National Parent Information Network	ericps.crc.uiuc.edu/npin
Government	National Institute on Early Childhood Development and Education	www.ed.gov/offices/oeri/eci
	Office of Educational Research and Improvement	www.ed.gov/offices/oeri
	State Government Sites	www.state.**.us (insert state abbreviation for **)
	U.S. Department of Education	www.ed.gov
Non-Profit/ Advocacy	Alliance for Parental Involvement in Education	www.croton.com/allpie/
	Handsnet	www.handsnet.org
	Parent Teacher Association	www.pta.org
LISTSERVS	The ERIC Clearinghouse on Elementary and Early Childhood Education sponsors several listservs.	ericps.crc.uiuc.edu/eece/ listserv.html

PARENT/FAMILY DEVELOPMENT

Family-focused training in parent/family development teaches early childhood professionals the knowledge and skills to build positive and meaningful relationships with families. These range from basic knowledge about families to involving parents in the classroom to supporting parent leadership in decision making. This framework area is broken out into seven specific subcategories for training.

Two-year colleges approach training in the area of parent/family development in different ways, and choose the approaches that work best for them, their students, and their communities. To focus in-depth on the knowledge and skills needed to work with, involve, and support families, colleges typically use at least one of four main strategies. First, they may use strategic planning as an opportunity to incorporate goals for training students to work with and support families. Second, they may develop specific classes that focus exclusively on one or more subcategories associated with parent/family development. Third, they may infuse some parent/family development content into all of their classes. Fourth, they may choose to develop a family support certificate or program concentration devoted exclusively to building the knowledge and skills associated with parent/family development.

Each of these four strategies is described below. The choice to implement one of these strategies is again dependent on the needs, attitudes, and resources of a college. The strategies are not mutually exclusive, and colleges often use more than one at the same time.

Strategy 11: Incorporate a family focus into the strategic planning process.
Some early childhood departments either participate in or conduct a strategic planning process that links individual courses and course content to broader training goals. As its name suggests, this is a strategic opportunity for colleges to incorporate a stronger parent/family focus into training content and practices. For example, by making stronger parent and family-focused training and/or service provision a goal, colleges can establish objectives and activities to reach this goal that cross all facets of a training program (e.g., course content, practicum experiences, faculty development).

The Francis Child Development Institute at Penn Valley Community College in Missouri makes family support a high priority through its strategic planning process. The Francis Institute has strengthening its family focus as a goal for both the training and services it provides. Examples of the objectives and activities chosen for reaching that goal are listed in Table 6.

Table 6

Objectives and Activities Linked to the Goal of Strengthening Family-Focused Training and Services (FROM THE FRANCIS CHILD DEVELOPMENT INSTITUTE, KANSAS CITY, MISSOURI)

Objectives	Activities
Build skills to be more effective family-focused educators	• Create a family support faculty position • Provide professional development opportunities for staff in this area
Redefine target audiences	• Make parents and other family members key audiences
Create credit coursework to focus on family support theory and practice	• Create marriage and family course • Create parenting course • Explore the creation of a family support specialization in credit program
Provide information and opportunities for development for families	• Dedicate a physical area to "family space" • Conduct family recreational activities • Provide workshops for parents • Design and distribute regular newsletter • Conduct parent surveys
Build in meaningful opportunities for family involvement	• Use parents as volunteers in the classroom • Expand parent advisory board

Strategy 12: Develop specific classes in parent/family development categories.
In response to the need to develop family-focused training, many colleges have developed specific classes that focus exclusively on working with families. Many of the colleges surveyed who have developed classes, however, offer them only as electives. Students are not required to take the classes as part of their core early childhood training.

The primary advantage to developing a specific class in parent/family development is that the knowledge cannot get lost or be overlooked. In addition, it facilitates the chance that students from many disciplines who work with young children and their families can access the training.

Survey responses revealed examples of classes that illustrate the knowledge and skills associated with each of the seven subcategories of parent/family development. Table 7 describes some of these classes. Appendix C lists some of the teaching texts and resources used in several of these classes.

Table 7

Classes That Demonstrate Knowledge and in Parent/Family Development Subcategories

General Family Knowledge	***Families and Environment: Ecological Theory*** *(Edmonds Community College, Washington)* Applies ecological theory to an understanding of family life in diverse geographic, cultural, and social settings. Examines child development and family functioning in the context of interconnected settings – the developing person, the family, neighborhood meetings, and larger community systems and values. Students learn to describe the ecology of human development, understand the family as a social system, explore cultural diversity and identify formation, demonstrate healthy family development patterns, and explore developmental issues in human services.
	Family Culture and Self Concept *(Everett Community College, Washington)* Examines the stages of social development and self-concept in the young child. Explores the family as a foundation for social learning. Considers culture, bias, and stereotyping as issues having an impact on young children.
	Child and Family *(Clark College, Washington)* Teaches students that families are the primary context for children's learning and development, and that they should respect diversity in family structures and values. Covers how to maintain open, friendly, and cooperative relationships with families, how to encourage family involvement, and how to support children's relationships with their families.
Parent-Provider Communication	***Meeting the Needs of the Family*** *(Western Montana College, Montana)* Uses a classroom and lab setting to teach students skills encouraging parent-teacher partnerships that include sharing information informally, making home visits, participating in parent-teacher conferences, and developing and disseminating parent information. Requires students to "adopt" a family and complete two hours per week in an early childhood setting with families.

Family Support	***Conflict Resolution*** *(SUNY Cobleskill College of Agriculture and Technology, New York)* Teaches students to communicate effectively with parents by learning and practicing skills and strategies such as active listening techniques, using "I-statements," and de-escalating conflicts with parents through the encouragement of dialogue and cooperative problem solving. Uses role play, simulations, and creative exercises as teaching methods. Students learn the importance of parent education related to healthy and unhealthy TV, videogames, and toys for young children.
	Empowering Families *(Edmonds Community College, Washington)* Presents an introduction to the theory and framework of family support. Provides a framework for study using the premises, paradigms, principles, and practices of family support. Focuses on empowerment as a process. Presents an overview of family support history and introduces students to descriptions of family support centers.
	Building Our Village: Supporting Families with Children *(Francis Child Development Institute — Penn Valley Community College, Missouri)* An innovative 10-session training series in which participants watch one-hour sessions on a local television station and attend a follow-up discussion session. Helps providers in the Kansas City Metropolitan area acquire the tools necessary to expand their family support components. Covers information on child development research, family literacy initiatives, family activities, community resources, crisis intervention, and media education.
Parent Involvement in Learning and Development	***Parent Education*** *(Dodge City Community College, Kansas)* Examines the relationship between early childhood programs and parents. Emphasizes the importance of parents as persons who are developing along with their child. Highlights techniques for encouraging parent involvement.
	Parent Involvement *(SUNY Cobleskill College of Agriculture and Technology, New York)* Identifies ways to help parents raise their children. Focuses on learning what it means to be a parent, developing skills for communicating with parents, and helping parents communicate with schools and in community settings. Requires students to conduct research on interesting topics for parents and compile a parent involvement resource file.
	Parent Education:Theory and Practice *(Edmonds Community College, Washington)* Presents theoretical frameworks for parent education programs, and students identify their own theoretical framework. Describes several parent education models, including home visiting and parent groups. Teaches skills in delivering parent education services. Students learn to understand the role of parent education in family support programs, identify skills to become an effective parent educator, critique models of parent education, distinguish between parent education and therapy, and prepare and present a parent education topic.
Parent Investment in Child Care and Education	***Working with Families*** *(Napa Valley College, California)* Develops skills needed to work with families in school settings. Explores key concepts on how to deal effectively with people. Focuses on skills in conducting parent education groups, communication skills, cooperative learning strategies, group dynamics, leadership skills, and mentoring relationships.

Family-Community Linkages	***Building Partnerships: The Art of Collaboration*** *(Edmonds Community College, Washington)* Defines collaboration and contrasts it with networking, coordination, and cooperation. Presents four stages of collaboration development. Identifies characteristics of successful partnerships between families and professionals as a foundation for building collaborations. Focuses on community capacity building. Students learn to define collaboration and contrast it to networking, coordination, and cooperation; examine culture and community barriers to collaboration; participate in local collaborations, demonstrate understanding of four stages of collaboration; and identify activities defined in four stages of collaborations.
	Aspects of Family Health *(SUNY Cobleskill College of Agriculture and Technology, New York)* Examines students' knowledge base and observation skills as professionals working with children and families. Students gain an understanding of family nutritional concerns and learn to make appropriate suggestions for health care referral. Students study the health care system—how it serves families and sometimes fails them.
Parent Involvement in Decision Making	***Leadership for the 21st Century*** *(Edmonds Community College, Washington)* Presents five leadership practices. Students assess their skills in leading by identifying values, exploring bases of power, and managing conflict. Differences in leadership and management are discussed. Students learn to define leadership; demonstrate understanding of five leadership practices; complete inventories on leadership, power, goals, conflict management, and personality types; understand intrinsic and extrinsic motivation; and identify effective leadership behaviors in ordinary people.
	Professional Issues in Child and Family Studies *(Linn-Benton Community College, Oregon)* Focuses on the legal and ethical issues related to working with children and families such as licensing, health and safety standards, adult child ratios, and child abuse reporting. Includes the role of professional organizations and advocacy training.

Strategy 13: Infuse parent/family development content into all classes for early childhood professionals.

Rather than develop one or more classes devoted exclusively to parent/family development topics, some colleges choose to infuse content in this area into all of their classes for early childhood professionals.[10] When asked about her thoughts on family-focused training, one teacher stated that two-year colleges "need to realize that family support is NOT one class and family support principles can't be taught in just one class. It has to be a mindset across disciplines. We are training not just child care providers, but health care workers, social service workers, you name it."[11]

The idea behind infusion is that family-focused concepts can be applied to every topic early childhood professionals must learn. The Chair of the Department of Family Resources at Linn-Benton Community College stated,

> It is important that each course incorporate the family into its content. For example, in 'Child Development,' include the effects of parents and siblings on the child's development and the child's effect on the family unit. Students don't come knowing how

[10] Some colleges *concurrently* use Strategy 12 (develop a class) and Strategy 13 (infuse content).
[11] Lorraine Lima, Pasadena Community College, Pasadena, CA.

to take multiple perspectives. They need to learn to take the perspective of multiple audiences targeted in early childhood: the child, the parents, the early childhood teachers, the administrators, and boards.[12]

Most of the strategies described in this report have provided ideas for incorporating family-focused content into classes for early childhood professionals. Table 8 illustrates the link between three classes commonly found in an early childhood curriculum and the family-focused content that each can incorporate.

Table 8

Links between Common Early Childhood Classes and Parent/Family Development Content

Class	Content	Parent/Family Development Area
Child Growth and Development	Teach students how families and communities affect children's growth and development.	General Family Knowledge
Child Nutrition, Health, and Safety	Focus on how to get parents involved with attempts to raise a healthy child.	Parent Involvement in Learning and Development
Early Childhood Curriculum Development	Include how to get parents involved in the classroom — how to identify their skills, create opportunities for them to be involved, and match their skills to opportunities.	Parent Investment in Child Care and Education

Strategy 14: Develop a family support certificate program or program concentration. As a fourth strategy for strengthening parent/family development, some two-year colleges develop family support certificate programs or program concentrations exclusively dedicated to teaching the knowledge and skills needed to work with and support families. Commonly, these are certificates that can be earned in conjunction with a two-year college degree.

SUNY Cobleskill College of Agriculture and Technology in New York is strengthening its focus on parents and families with a new two-year program in Child and Family Services. This program utilizes a child development focus within programs that directly serve families and children in rural environments. Students will be trained for work in human service agencies, hospices, community agencies, social work agencies, and as parent educators in early childhood programs. This program has different core courses than the early childhood program, and places students in human service agencies for their practicum experiences, rather than the traditional child care setting.

[12] Bobbie Weber, Linn-Benton Community College, Albany, OR.

Edmonds Community College in Washington responded to the need for a strong focus on parent and family development by setting up a 44-credit, one-year Family Support Certificate with the goal of providing training to early childhood professionals, which focused on the ecological approach to service provision. Faculty members believe that early childhood professionals should have an understanding of the various spheres of influence that affect a child's life, ranging from the family to the community.

The Edmonds Family Support program takes a strength-based approach and provides students the broad range of skills and knowledge required to empower families to help themselves. Students learn to work with the families' strengths rather than focus on their dysfunctions. They develop communication skills that help them establish and maintain mutually respectful relationships with families. Students learn how to conduct effective home visitations and how to build communities by collaborating with families and other support personnel or community groups. The program also attempts to increase the sensitivity of their students to diverse cultures.

The Family Support Program is housed in the Family Life Education Department, which provides parent education classes. The Early Childhood Education (ECE) program is a separate program. However, the goal is to encourage ECE students to obtain a Family Support Certificate while they pursue their degree. The Family Support Program allows students to obtain both an ECE degree *and* a Family Support Certificate in the same two-year period. Faculty members promote interdepartmental collaboration, but prefer to keep the two departments separate.

Using a different approach, some colleges combine a special training need with family-focused training. For example, Cañada College and a consortium of community colleges in California offer an early childhood violence intervention and counseling program called Safe Start.[13] This program trains child care professionals to work with children and families who experience violence as part of every day life, whether the violence is on the streets or in the home. The program leads to a certificate in early childhood education/childhood intervention counseling.

Students in Safe Start learn how to provide both individual and group support to children and families dealing with violence. Students are trained to encourage children to express their feelings about violence and to make referrals to counseling professionals. A feature of the program is hands-on work with children in high-risk area child care centers.

At Cañada College, Safe Start is a specialization within the ECE program. Safe Start students take the full twelve credits required of all ECE students, and take the three core Safe Start courses as electives. Any ECE student can choose the Safe Start specialization.

Colleges with a number of classes devoted almost exclusively to teaching the skills and knowledge needed to work effectively with families may want to consider linking these classes thematically and developing a certificate program. The certificate option allows colleges to

[13] Safe Start is a replicable program found in two-year colleges across the nation.

ensure that students have adequately developed a family focus that can be applied in practice. In addition, it gives students "proof" of their skills when applying to employers requiring work with families.

A final advantage to a certificate program is its easy access to students, professionals, or parents outside of the early childhood degree program. Students from other human service disciplines who work with children can easily gain the family-focused knowledge and skills that can enhance their own training. These students may be less likely to take family-focused classes if they are "embedded" in the early childhood curriculum. In addition, professionals who have already completed a two-year, four-year, or graduate-degree program can use the certificate program to update their training on working with families without having to enroll in a degree program. Finally, parents interested in understanding more about how to interact with their early childhood provider can also choose the certificate program as a way to access several classes that are linked thematically.

CONCLUSION

Three questions guided the research for this paper. The findings for each are summarized below.

(1) How family-focused is training at two-year colleges?
While the scope of training on how to work with families is broad, some areas could be addressed in more depth. Specific areas that generally need strengthening include organizational development, parent/family development, and policy development.

Most colleges use traditional methods to deliver family-focused content. A good criterion to use when choosing training methods is determining whether the method facilitates the transition from knowing information about supporting families to using it in practice. Promising methods that meet this criterion include giving students access to families during practicum experiences, framing information in real-life experiences, and involving students directly in the community.

Some colleges emphasize a limited set of knowledge and skills for teaching students to work with parents and families. A stronger focus on knowledge and skills associated with family support, family-community linkages, parent involvement and decision making, and parent investment in child care will better prepare students to support families.

(2) How can two-year colleges develop a stronger family focus in their training?
Colleges should begin by assessing the strength of their current family focus in their training content and practices. The sample survey provided in the paper is one method of assessment. This assessment can be used to identify areas that are strong and areas that could be strengthened.

(3) What promising practices exist to guide development in family-focused training?
This paper presents fourteen strategies developed from information gathered from colleges throughout the nation that can strengthen family-focused training. They include:

(1) Require students to work with families in the practicum experience.
(2) Incorporate anti-bias training content into the curriculum.
(3) Facilitate career planning, development, and mobility.
(4) Teach students skills that are useful in the workplace.
(5) Bring representatives from community organizations into the classroom.
(6) Offer opportunities for joint parent and student training.
(7) Take students out of the classroom and into the community.
(8) Develop and strengthen local partnerships.
(9) Encourage students to participate in the policy-making process.
(10) Train students to use technology to track local, state, and national policy affecting early childhood care and education.
(11) Incorporate a family focus into the strategic planning process.
(12) Develop specific classes in parent/family development categories.
(13) Infuse parent/family development content into all classes for early childhood professionals.
(14) Develop a family support certificate or program concentration.

APPENDIX A

RESEARCH METHODOLOGY

SURVEY

To assess the extent to which two-year colleges provide family-focused training, we sent a mail-in survey in January, 1997, to 831 colleges in 48 states. Colleges eligible for the survey offered a one- or two-year program, major, or concentration in early childhood education, child development, child psychology, child and family studies, family and environmental sciences, or a related field. We constructed our survey population using four steps.

(1) We began with the sample list that Wheelock College used for its 1991 study on training for professionals in early care and education (Morgan, et al., 1993). Their two-year college list of 730 public and private higher education institutions was constructed using information obtained from:

- The National Center for Education Statistics
- *Peterson's Guide to Two-year Colleges, 1991*
- The Council for Early Childhood Professional Recognition

(2) We updated the Wheelock list by adding two-year colleges listed in the Council for Early Childhood Professional Recognition's *National Directory of Early Childhood Teacher Preparation Institutions (1995)* that were not already on the list.

(3) We continued to update and add to the list using *Peterson's Guide to Two-Year Colleges (1996)*, including colleges with degrees in Child Care, Child and Family Studies, Child Development, Child Psychology, Early Childhood Education, and Home Economics Education.

(4) Finally, we added any additional colleges listed in the *National Directory of Early Childhood Teacher Preparation Institutions* that provide CDA training.

We developed the survey with the goal of including:

- Open-ended items capturing general information about the college
- Open-ended items capturing general early care and education training information
- A checklist on methods used to train students to work with and support families
- Scaled items on family-focused training content framed by the training framework
- Scaled items on family-focused skills framed by the training framework
- Open-ended items regarding most impressive aspect about training students to work with families, and what colleges would most like to improve.

After the survey's initial construction, an external reviewer at a community college examined the survey's content and format. We then pilot tested it to 15 randomly selected two-year colleges. Following revisions, two external reviewers (community colleges) again examined the survey.

We administered the initial survey mailing to 831 colleges in January, 1997. We also put the survey on our World Wide Web site for anyone who wanted to complete it electronically. Of the 831 colleges to whom the survey was sent, 259, or 31%, returned them by the end of February.

We administered a second mailing in March, 1997, to 300 colleges and conducted follow-up phone calls to approximately 150 colleges. By April, 367, or 44% of the two-year colleges, had returned their surveys.

KEY INFORMANT INTERVIEWS

To gather more specific information on colleges providing innovation or "promising" family-focused training practices, we conducted key informant interviews with a small subset of colleges that received the survey. We began by forming a list of potential colleges to interview using a library search and literature review. We searched for publications that offered any information about two-year colleges training students to work with and support families. We also searched the World Wide Web, accessing early childhood, professional development, and community college sites.

Next, we conducted phone interviews with several researchers in the area of training and professional development for early childhood professionals. Interviews focused primarily on obtaining recommendations for college leaders in family-focused training. We interviewed representatives from:

- American Association Degree Early Childhood Educators
- Center for Career Development in Early Care and Education at Wheelock College
- National Center for the Early Childhood Workforce
- Bank Street College of Education

Finally, we relied on information obtained from the surveys. We used results from open-ended survey items and forms that were sent with the surveys asking colleges to nominate leaders in family-focused training.

When the list of colleges was complete, we conducted phone interviews in May and June of 1997 with 30 colleges scattered across the nation and conducted site visits to three colleges in Oregon, Missouri, and Washington. Interviews focused on gathering more information on the practices specifically identified using the efforts cited above. When appropriate, we asked the colleges that were interviewed to provide written material on their curricula, course content, and teaching resources.

APPENDIX B

SURVEY

ABOUT THE COLLEGE:	
Name of the College:	
Location (city/state):	
Total # of students enrolled during 1995-1996*(unduplicated)*	

ABOUT THE OVERALL EARLY CHILDHOOD CARE AND EDUCATION TRAINING		
Department(s) offering training in early childhood care & education *(check all that apply)*	__Early Childhood Education __Child and Family Studies __Child Development __Family & Environmental Sciences __Child Psychology __Other	
# of Students enrolled in early childhood care & education during 1995-96	*(Total students across each department checked above. Include credit & non-credit.)*	
Which of the following does your college offer? *(check all that apply)*	__ coursework in preparation for the CDA __ early childhood or related field certificate __ associates degree in early childhood or related field	
Please circle either yes or no to the following questions regarding your college's early childhood care and education training.	Does your college offer *non-credit* training?	YES NO
	Does your college accept credits from *non-institutional* training? (i.e., professional workshops, seminars, conferences)	YES NO
	Does your college offer credits for *prior learning*? (e.g., CLEP exams, life experience credit, competency-based assessment)	YES NO
	Does your college offer articulation with high schools?	YES NO
	Does your college offer articulation with 4-year colleges?	YES NO

Rate how characteristic the following statements are of your college's training in early care and education. **1= not at all characteristic** **7= extremely characteristic**	Students learn about family development.	1 2 3 4 5 6 7 not at all extremely
	Students advance from basic to more specialized knowledge and skills for use with families.	1 2 3 4 5 6 7 not at all extremely
	College students and parents have opportunities for joint training.	1 2 3 4 5 6 7 not at all extremely

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Rate how characteristic the following statements are of your college's training in early care and education. **1= not at all characteristic** **7= extremely characteristic**	Students gain credentials that are linked to workplace compensations or improvements in status.	1 2 3 4 5 6 7 not at all extremely
	Students gain credentials that link them to career pathways.	1 2 3 4 5 6 7 not at all extremely
	Students form networks of support to engage in continuous learning from their peers.	1 2 3 4 5 6 7 not at all extremely

ABOUT THE TRAINING METHODS			
Check the methods used to train students in ***how to work with and support families***. *(check all that apply)*	__ Lecture __ Practicum __ Guest Speakers __ Group Discussion __ Not Applicable	__ Role Play __ Case Study __ Reflection __ Other	__ Televised Instruction __ Apprenticeships __ Mentoring

ABOUT THE EARLY CARE AND EDUCATION TRAINING CONTENT		
Curriculum Topics: Use the scale below to indicate how much of the overall training content for early care and education is devoted to the following topics: **(1) not at all** *(not discussed in any courses or training sessions)* **(2) a little bit** *(discussed in at least one to a few courses or training sessions)* **(3) a moderate amount** *(discussed in most courses or training sessions or comprises a large portion of one course or session)* **(4) a lot** *(discussed extensively in most or all courses or training sessions)*	Communicating effectively with parents	1 2 3 4
	Knowing cross-cultural childrearing practices	1 2 3 4
	Tracking local, state, national policy on families and child care	1 2 3 4
	Encouraging parent/family involvement	1 2 3 4
	Learning from parents' knowledge of their child	1 2 3 4
	Negotiating conflict with parents	1 2 3 4
	Involving parents as resources in the classroom	1 2 3 4
	Cooperating with other community providers to serve families	1 2 3 4
	Identifying and supporting family strengths	1 2 3 4
	Promoting child learning activities in the home	1 2 3 4
	Knowing community resources and how to refer families	1 2 3 4
	Knowing how community characteristics (e.g., poverty) impact children and families	1 2 3 4
	Supporting parent leadership in the program	1 2 3 4
	Developing personal career plans or professional development activities	1 2 3 4
	Supporting parent decision making about their child	1 2 3 4

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(scale continued from previous page)	Providing parents with parent-to-parent support and recreational activities	1 2 3 4
	Using ecological theory to understand families in their environment	1 2 3 4
	Involving parents as community advocates for providers	1 2 3 4
	Knowing and communicating child and family development information to parents	1 2 3 4
Skills/Competencies: Use the scale below to indicate how well students will perform the following upon graduation or program completion: (1) skills not taught (2) additional training needed (3) satisfactory (4) more than satisfactory (5) outstanding	Work with the knowledge, strengths, and experience of parents	1 2 3 4 5
	Lead developmentally- and culturally-appropriate programs	1 2 3 4 5
	Identify professional development opportunities	1 2 3 4 5
	Conduct home visits	1 2 3 4 5
	Solicit support for families from other local organizations	1 2 3 4 5
	Conduct effective conferences with parents	1 2 3 4 5
	Increase community awareness on childrearing beliefs & norms	1 2 3 4 5
	Communicate using cross-cultural knowledge and skills	1 2 3 4 5
	Influence local and state child care and education policies	1 2 3 4 5

Most Impressive Aspect What is most impressive about how your college trains students to work with & support families?	*(Use additional paper if necessary.)*
Training Improvement What would you like to change about how your college trains students to work with & support families?	*(Use additional paper if necessary.)*

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APPENDIX C

SELECTED RESOURCES FOR FAMILY-FOCUSED TRAINING [14]

Parent Training Today: A Social Necessity
by Kerby T. Alvy
401 pages. 1994

Clarifies the role of parent training programs in solving problems caused by breakdowns in the family unit and parent-child relationships and provides parent training guidelines.

Center for the Improvement of Child Caring
11331 Ventura Boulevard, Suite 103
Studio City, CA 91604-3247
(818) 980-0903

Should I Go to the Teacher? Developing a Cooperative Relationship with Your Child's School Community
by Susan M. Benjamin
165 pages. 1996

Helps parents develop working relationships with their children's teachers and school. Topics include effective communication with schools, a blueprint of a typical school system, a teacher's schedule, advice about when to go to the teacher, and advice about when to go to the principal.

Heinemann
361 Hanover Street
Portsmouth, NH 03801-3912
(800) 793-2154

Anti-Bias Curriculum: Tools for Empowering Young Children
by Louise Derman-Sparks
149 pages. 1989

Details how to create an anti-bias curriculum that will help children to develop anti-bias attitudes, think critically, and speak up when they perceive that something is unfair. Provides the rationale behind the curriculum, and resources for developing the curriculum.

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, DC 20009-5786
(800) 424-2460

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[14] For additional family-focused resources, see Eyre, Saren. (1998). *Resource guide for family-centered child care.* Cambridge, MA: Harvard Family Research Project.

"Family-Oriented Early Intervention Policies and Practices: Family-Centered or Not?"
by Carl J. Dunst et al.
Exceptional Children. v58n2. pp115-126. 1991

Examines the degree to which family-oriented early intervention policies and practices are family-centered. Analyzes federal and state policy, as well as the views of providers and consumers.

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Enabling and Empowering Families: Principles and Guidelines for Practice
by Carl J. Dunst, Carol M. Trivette, and Angela G. Deal
219 pages. 1988

Written for early childhood professionals with little previous training in family systems assessment and intervention procedures. Summarizes research and clinical work on family functioning and programs designed to strengthen family functioning.

Brookline Books, Inc.
P.O. Box 1947
Cambridge, MA 02238
(617) 868-0360

Ties that Stress: The New Family Imbalance
by David Elkind
260 pages. 1994

Examines qualities of the postmodern family in comparison to those of the modern nuclear family. Author finds the newer, postmodern families to be more flexible, more permeable, more urbane, but unable to meet the needs of children. Explores the encouraging development of a family type that combines the best qualities of modern and postmodern families.

Harvard University Press
79 Garden Street
Cambridge, MA 02138
(617) 495-2600

Making the Case for Family Support
by the Family Resource Coalition
30 pages. 1996

Provides principles and premises of the importance of family support in present America. Includes appendices of current data, a question and answer section, and alternative approaches to family support principles.

Family Resource Coalition
200 South Michigan Avenue, Suite 1520
Chicago, IL 60604-2404
(301) 341-0900

Children and Families in the Social Environment
by James Garbarino
390 pages. 1992

Looks at the ecology of human development and the effects of environmental factors on childrearing and families. Places an emphasis on the ethnic, cultural, and racial issues that affect development.

Aldine de Gruyter
52 Vanderbilt Avenue
New York, NY 10017
(212) 867-6400

Multicultural Issues in Child Care
by Janet Gonzalez-Mena
98 pages. 1993

Promotes multicultural sensitivity, communication, and problem solving as necessary to meeting children's child care needs. Can be used as a text or supplement for infant-toddler courses, child care and early education classes, supervision and administration classes, social service classes for child care workers, child development and psychology classes, and Head Start, preschool, child care, and family day-care training.

Mayfield Publishing Company
1240 Villa Street
Mountain View, CA 94041
(415) 694-2815

Essential Allies: Families as Advisors
by Elizabeth S. Jeppson and Josie Thomal
76 pages. 1995

Shows professionals how to involve families as consultants in policy and program. Provides specific examples of programs that have accomplished family-professional partnerships.

Institute for Family-Centered Child Care
7900 Wisconsin Avenue, Suite 405
Bethesda, MD 20814
(310) 652-0281

Putting Families First: America's Family Support Movement and the Challenge of Change
by Editor Sharon L. Kagan
558 pages. 1994

A collection of articles from leaders in the family support field that examines the evolution of the family support movement, and presents possible directions for services, training, and evaluation.

Jossey-Bass Inc.
350 Sansome Street
San Francisco, CA 94104
(415) 433-1767

America's Family Support Programs: Perspectives and Prospects
by Editor Sharon L. Kagan et al.
413 pages. 1993

Surveys family support programs available to serve the needs of families in a changing society. Addresses the numerous services accessible, in relation to present and past family support efforts.

Yale University Press
P.O. Box 209040
New Haven, CT 06520-9040
(800) 987-7332

The Leadership Challenge: How to Get Extraordinary Things Done in Organizations
by James M. Kouzes
362 pages. 1987

Written to help managers and non-managers improve their abilities to lead and challenges traditional notions of leadership. Presents practices common to successful leaders, characteristics admired in leaders, and in-depth discussions of the five most successful leadership practices.

Jossey-Bass Inc.
350 Sansome Street
San Francisco, CA 94104
(415) 433-1767

Families and Early Childhood Programs
by Douglas R. Powell
152 pages. 1989

Reviews information on the relationship between families and early childhood programs, as well as the effectiveness of parent education and support programs. Covers historical, theoretical, and empirical perspectives on program-family relations.

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, DC 20009-5786
(800) 424-2460

Within Our Reach: Breaking the Cycle of Disadvantage
by Lisbeth B. Schorr
397 pages. 1989

Explores the problem of cyclical poverty and the current debate over anti-poverty programs. Suggests solutions for breaking the cycle of poverty and highlights promising directions for both programs and policies.

Bantam Doubleday Dell Publishing Group, Inc.
666 Fifth Avenue
New York, NY 10103
(212) 354-6500

Common Purpose: Strengthening Families and Neighborhoods to Rebuild America
by Lisbeth B. Schorr
484 pages. 1997

Identifies 22 pioneering efforts that show how many current social programs are successfully addressing inner-city problems such as child abuse, school failure, teen pregnancy, and welfare dependency. Responds to the failure of many programs profiled in her earlier book, *Within Our Reach*, by showing how effective programs can be sustained, expanded, and replicated.

Bantam Doubleday Dell Publishing Group, Inc.
666 Fifth Avenue
New York, NY 10103
(212) 354-6500

Toward Multiculturalism: A Reader in Multicultural Education
by Jaime S. Wurzel
22 pages. 1988

Presents materials and resources for facilitating multicultural education in elementary, middle, secondary, and higher education. Summarizes six models of multicultural education.

Intercultural Press
P.O. Box 700
Yarmouth, ME 04097
(207) 846-5168

APPENDIX D

CONTACT INFORMATION FOR TWO-YEAR COLLEGES CITED IN THE REPORT

College	Contact	Phone
Black Hawk College 3010 4th Avenue East Moline, IL 61244	Chris Bachelder Coordinator and Chair Child Development	(309) 755-3428
Cañada College 4200 Farm Hill Boulevard Redwood City, CA 94061	Dianne Eyer Program Coordinator Early Childhood Education	(650) 306-3295
Central Oregon Community College 2600 NW College Way Bend, OR 97701	Carol Stiles Director Family Development	(541) 383-7234
Clark College 1800 East McLoughlin Boulevard Vancouver, WA 98663	Kathy Bobula Coordinator Early Childhood Education	(360) 992-2328
Community College of Aurora 16000 Centre Tech Parkway Aurora, CO 80011	Ophelia Mejia Coordinator Early Childhood Education	(303) 340-7078
De Anza College 21250 Stevens Creek Boulevard Cupertino, CA 95014	Kathleen Burson Division Dean Child Development and Education	(408) 864-8822
Dodge City Community College 2501 North 14th Avenue Dodge City, KS 67801	Linda Carson Professor Child Care Development	(316) 225-5739
Edison Community College 1973 Edison Drive Piqua, OH 45356	Cheryl Buecker Associate Professor Early Childhood	(937) 778-8600
Edmonds Community College 20000 68th Avenue West Lynnwood, WA 98036	Janyne Slabaugh Department Chair Family Support Certificate Program	(425) 640-1163

College	Contact	Phone
Everett Community College 801 Wetmore Avenue Everett, WA 98201	Louise Vlasic Department Chair Early Childhood Education	(425) 388-9301
Ivy Tech State College 4301 South Crown Road Muncie, IN 47302	Nancy Hoffman Program Chair Child Development	(765) 289-2291
Kankakee Community College P.O. Box 888 River Road Kankakee, IL 60901	Nancy Latham Coordinator Child Development	(815) 933-0334
Linn-Benton Community College 6500 Pacific Boulevard Southwest Albany, OR 97321	Bobbie Webber Chair Department of Family Resources	(541) 917-4903
Napa Valley College 2277 Napa-Vallejo Highway Napa, CA 94558	Carole J. Kent Chair Child and Family Studies	(707) 253-3248
Nicolet Area Technical College P.O. Box 518 Rhinelander, WI 54501-0518	Judy Berby Instructor	(715) 365-4427
Orange Coast College 2701 Fairview Road, P.O. Box 5005 Costa Mesa, CA 92628-5005	Mary Belcher Early Childhood Coordinator Early Childhood Education	(714) 432-5067
Francis Child Development Institute-Penn Valley Community College 3201 Southwest Trafficway Kansas City, MO 6411-2764	Carole Ellison Associate Dean and Director Francis Child Development Institute	(816) 759-4142
Polk Community College 999 Avenue H, N.E. Winter Haven, FL 33881	Sandra L. Hightower Program Manager Early Childhood Education	(941) 297-1024
San Juan College 4601 College Boulevard Farmington, NM 87402	Pat Dalton Director Early Childhood Education	(505) 599-0246

College	Contact	Phone
SUNY Cobleskill College of Agriculture and Technology Cobleskill, NY 12043-9986	Martha Price Chair Early Childhood Education	(518) 234-5421
Tidewater Community College 1700 College Crescent Virginia Beach, VA 23455	Nancy S.M. Guarnieri Assistant Division Chair	(757) 427-7282
Western Montana College 710 South Atlantic Dillon, MT 59725	Julie Bullard Director Early Childhood Education	(406) 683-7176
Western Nevada Community College 2201 West College Parkway Carson City, NV 89703-7316	Connie Denham Director	(702) 887-3099

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